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ABSTRACT

A project providing training in English-as-a-Second-Language (ESL) instruction to teachers and administrators of adult basic education programs in central Pennsylvania is described. Eleven workshops were conducted on the following topics: providing services to people of other cultures--cross-cultural differences; new approaches and techniques for beginning ESL instruction; and content-based ESL. The report consists of overviews of the project's rationale, administration and staffing, design and implementation of inservice workshops, and coordination and dissemination of project information. Materials appended to the report, which comprise the bulk of the document, include: instructional materials produced and distributed for the project; a blank participant evaluation form; summaries of the participant evaluation, organized by workshop leader and topic; and outreach materials used to advertise the workshops. (Adjunct ERIC Clearinghouse on Literacy Education) (MSE)

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STAFF TRAINING: DEVELOPING ESL TEACHING SKILLS

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ABSTRACT

This final report describes the need for staff training in the development of English-as-a-Second Language (ESL) teaching skills and three training workshop series conducted to meet these needs. The training workshops included the following topics:

"Providing Services to People of Other Cultures: A Workshop on Cross-Cultural Differences"
"New Approaches and Techniques for Beginning ESL"
"Content-Based ESL"

Materials and handouts developed and distributed by the workshop presenters are included in this final report. Some of these materials may be helpful to others interested in setting up in-service training programs. Information about the trainers and how the workshops were advertised is also included.

STAFF TRAINING: DEVELOPING ESL TEACHING SKILLS
FINAL PROJECT REPORT

OVERVIEW OF PROJECT

The objective of this project was to provide training to interested adult English-as-a-Second Language (ESL) program administrators, teachers and tutors in Central Pennsylvania on various ESL teaching methods and skills. The specific training offered was designed to meet the needs of ESL programs in this region.

Many adult education programs have recently experienced increases of students with limited English proficiency. This increase is due, in part, to major changes in immigration regulations and patterns. Also, many limited English speakers are being strongly encouraged by their ethnic associations to participate more fully in local and national affairs for which a knowledge of English is needed. This influx of new students into the adult education system has dramatically changed the ethnic composition of most ESL and Adult Basic Education (ABE) classes. To be effective, ESL and ABE teachers need to have a basic awareness of the particular cultures of their students and to know how certain cultures relate to one another. New and experienced ESL teachers are in need of more information about the various cultures now represented in their classes. To address this issue, a training workshop entitled "Providing Services to People of Other Cultures: A Workshop on Cross-Cultural Differences" was provided.

As ESL classes continue to grow in size, ESL teachers are naturally faced with a wider diversity of students with quite varied backgrounds, previous education levels and ethnic heritages. To effectively teach such a divergent group of students, ESL teachers need many teaching methods at their disposal. In Central Pennsylvania, it was noted that the majority of the ESL students enrolled in adult education programs were beginner-level students (more advanced ESL students were found to be attending ESL programs at local community colleges). To address the need for new methods for teaching beginner-level ESL, a workshop entitled "New Approaches and Techniques for Beginning ESL" was provided.

Many of the new ESL students in Central Pennsylvania are requesting training not only in ESL but also in basic U.S. civics. As new residents of the U.S., these students feel the need to learn about the laws and system of government in this country. Some new residents are required by the Immigration and Naturalization Service to have a knowledge of both English and U.S. civics in order to continue their residency in this country. Others are interested in becoming U.S. citizens which requires that they pass a competency test

in English and U.S. civics. Several ESL programs are establishing ESL/civics classes to accommodate these new students. Teaching ESL in addition to another subject (civics in this case) is quite a challenge to any teacher. "Content-based language instruction" is an approach that integrates second language instruction with subject matter instruction. A workshop on "Content-Based ESL" was given to provide ESL teachers with training on this particular technique.

ADMINISTRATION AND PERSONNEL

This staff development project was managed by the ESL Program Manager of Catholic Charities, Immigration and Refugee Services. The ESL Program Manager was responsible for selecting the consultant trainers, organizing the workshops, establishing training sites, contacting all adult ESL programs, ordering the necessary materials and for distributing and collecting the evaluation questionnaires. All reports, including the interim and final project reports, were done by the Director of Catholic Charities, Immigration and Refugee Services. The Director also supervised the ESL Program Manager and oversaw the entire project.

Several trainers were contacted concerning their availability and interest in conducting the separate training workshops. A trainer from ESL Training Services in Raleigh, North Carolina, Ms. Glenda Reece, conducted the "Providing Services to People of Other Cultures" workshop. Ms. Reece has a B.A. from High Point College, NC; an M.Ed. from Framington State College, MA and her ESL certification from the North Carolina Department of Education. She was chairman of the ESL Department at Sanderson High School in Raleigh, NC for five years and has trained ESL volunteers for over ten years. She has published ESL training videotapes, articles, booklets as well as an ESL textbook. She has extensive experience in conducting training workshops for ESL providers.

For the "New Approaches and Techniques for Beginning ESL" workshop, a trainer from the Northwest Educational Cooperative in Des Plaines, Illinois, Ms. Linda Mrowicki, was contracted. Ms. Mrowicki has a Master's degree in Teaching English to Speakers of Other Languages (TESOL) from the University of Chicago. She is currently the director of Workplace Literacy Partners in Chicago, a project which provides ESL instruction to 350 adults at three different worksites. Ms. Mrowicki served as the National Manager during the development of the Mainstream English Language Training (MELT) project and helped to produce the final training materials from that project. She has had over 20 years of experience in adult education, primarily in teaching ESL in the U.S. and abroad. She has published several ESL

textbooks and has extensive experience in conducting ESL training workshops.

Mr. Dennis Terdy from the Northwest Educational Cooperative in Des Plaines, Illinois conducted the "Content-Based ESL" workshop. Mr. Terdy has a B.A.from Northwestern University and an M.Ed. from Loyola University where he specialized in bilingual and second language instruction. He is concurrently serving as the director of the Illinois English as a Second Language Adult Education Service Center, the Adult Education Service Center of Northern Illinois, the Illinois Literacy Hotline, the Illinois Secretary of State Library Dissemination Project and H.E.L.P. - a family literacy project funded by the U.S. Department of Education. Mr. Terdy has published two textbooks and several articles on ESL. He has most recently published a textbook on teaching ESL and U.S. civics.

PROCEDURE

General Design and Locations

Each of the three workshop topics was addressed by separate trainers. The workshops were conducted on consecutive days in different sites to minimize the travel costs of the trainer (all were from out-of-state) and to maximize the attendance. For example, the trainer of the workshop entitled "Providing Services to People of Other Cultures" gave the same workshop on consecutive days in the following cities or towns:

- Harrisburg
- New Oxford (Adams County)
- Lebanon
- Lancaster

These sites were selected because of their concentration of ESL students and programs. Personnel affiliated with ESL programs in those areas did not have to travel outside of their region for the training workshops. The trainer, who was from North Carolina, only needed to travel to Pennsylvania once since she provided the workshops on four consecutive days and then returned to North Carolina.

The workshop entitled "New Approaches and Techniques for Beginning ESL" was presented in the following cities or towns:

- Harrisburg
- New Oxford
- Lebanon
- Lancaster

These particular sites were selected for the same reason as mentioned above. The trainer, who was from Illinois, made only one trip to Pennsylvania; she presented the workshop on four consecutive days and then returned home.

The workshop entitled "Content-Based ESL" was offered in the following sites:

- Harrisburg
- New Oxford
- Reading

These sites were selected because they were providing ESL/civics classes or were planning to provide such classes in the very near future in response to student needs. The trainer, who was from Illinois, made only one trip to Pennsylvania since he provided the workshops on three consecutive days.

Altogether, a total of eleven workshops were offered. Each workshop was held for a full day. Prospective attendees, which included all ESL adult education personnel in Central Pennsylvania, were contacted by mail to alert them of the scheduled workshops.

Methods and Materials

The methods used for all three training workshops included lecture with demonstration and simulated experiences. Attendees were very much involved as participants, rather than as audience. During the workshop entitled "Providing Services to People of Other Cultures", the trainer had the attendees participate in a game called "BAFA BAFA". This is a simulation exercise which enables the participants to understand how persons of other cultures feel.

All three workshop trainers produced materials and distributed handouts to the participants. Copies of all these materials are included as Attachment I.

Evaluation

Participants were asked to evaluate each workshop by means of a standardized questionnaire. A blank copy of the questionnaire can be found as Attachment II. This questionnaire is purposely short and simple so that participants would be more likely to complete it at the end of the workshop.

Summaries of the evaluations given for each trainer are included as Attachment III. Generally, all workshops received favorable evaluations. Also included in Attachment III are comments that were written by the participants on the

bottom section of the evaluation form. The comments were all extremely favorable.

Overall, 293 people attended the eleven workshops. Of these, 98 attended the "Providing Services to People of Other Cultures" workshop, 138 attended the "New Approaches and Techniques for Beginning ESL" workshop, and 57 attended the "Content-Based ESL" workshop. If we divide the cost of the project ($18,000) by the number of the workshop participants, we can calculate that the cost for training each attendee was approximately $61.00. Considering the cost of many other training programs, this figure seems quite reasonable.

Time Schedule

The time schedule for the project was as follows:

August 7, 1989 - September 22, 1989 -- Contacting trainers; organizing workshop sites and equipment; notifying ESL personnel of training.

September 25, 1989 - September 27, 1989 -- Workshop on "Content-Based ESL" conducted in Harrisburg, New Oxford and Reading.

September 28, 1989 - November 10, 1989 -- Preparation for second workshop series.

November 13, 1989 - November 16, 1989 -- Worked on "New Approaches and Techniques for Beginning ESL" conducted in Harrisburg, New Oxford, Lebanon and Lancaster.

November 17, 1989 - March 23, 1990 -- Evaluations of first two workshops recorded; interim project report filed with PDE; preparation for third workshop series.

March 26, 1990 - March 29, 1990 -- Workshop on "Providing Services to People of Other Cultures" conducted in Harrisburg, New Oxford, Lebanon and Lancaster.

March 30, 1990 - June 30, 1990 -- Evaluation of third workshop recorded; final reports started for submission to PDE.

COORDINATION AND DISSEMINATION

All adult education ESL personnel in Central Pennsylvania were invited to attend the training workshops. Samples of the various letters, flyers and media contacts used to advertise the workshops are included as Attachment IV.

This final project report will be on file at AdvancE of the Pennsylvania Department of Education for further dissemination.

PREPRODUCTION/EARLY PRODUCTION ACTIVITIES

Rationale:
These activities-

* develop listening comprehension strategies
* help students gain confidence with the realization that they can be successful in learning a language
* build a recognition base of vocabulary which can be easily developed into a production base

A. Total Physical Response (James Asher)

1. Say a command and demonstrate it.
2. Say a command and have students follow the command with you.
3. Say a command and have the class follow it.
4. Say a command and have individual students follow it.
5. *Optional:* Say the commands and have students repeat them.
   Individual students say the commands and others follow them.

"Look at your handout.
Pick up your pencil.
Write your name."

B. Listening Practice With Pictures

1. Display a picture.
2. Describe the picture using the target language for the lesson.
3. Ask questions which require a gesture or single word or short phrase response.

"This is a picture of a classroom. There are five students. They are sitting and reading."
"Is this a room? Is this a classroom? Are there six students? Are the students sitting? Are they reading?"

C. Listening Practice With Print

1. Display a printed item such as an ad, bus schedule, or tag.
2. Describe the printed item using the target language for the lesson.
3. Ask questions which require a gesture or single word or short phrase response.

"This is an ad for clothes. Jeans costs $9.99. A shirt is on sale for $15.00. Boots are on sale for $49.00."
"How much are jeans? How much is a shirt? What costs $49?"

L. Mrowicki

SLIDES/PHOTOS OF THE COMMUNITY

RATIONALE:

The slides/photos present language which:

* **is real** to the students,
* is presented in a **context**,
* contains high frequency words, and
* can be expanded and practiced beyond the classroom.

PROCEDURES:

Preparation:

1. Determine appropriate and relevant contexts - shopping local stores, traffic, workplaces, etc.

2. Observe signs and other print.

3. Take the slides/photos.
   When possible, students should participate in the photo/slide taking.

Instruction:

1. Show and discuss the slide/photo. ("Where is this?")
   Review or reteach any necessary oral language.

2. Introduce and practice the written language.

   Option A:
   Point out the target words.
   Say the words and sts. repeat.
   Sts. "sky-write" and copy the words.
   Point to the words and sts. read them orally.
   Show other slides with the target words and have sts. read the print.

   Option B:
   Ask, "What does the sign say?" and "What else do you see?"
   Transcribe sts.' utterances on the blackboard.
   Use the passage for reading practice.

   Option C:
   Ask, "What does the sign say?"
   Sts. freely write and describe the slide/photo and share their writings with other sts.

Isserlis/Mrowicki

PERSONALIZED INFORMATION GRIDS

RATIONALE:

Personalized information grids:

* use the students' lives as the context for literacy skills practice,
* develop document literacy skills,
* can be the basis for a variety of activities, and
* use print to record and retrieve information.

INSTRUCTION:

Preparation:

Identify a suitable topic for the activity, such as countries of origin and dates of arrival, family members, daily activities, etc.

Instruction:

1. Introduce the topic and draw the grid on the blackboard or a piece of newsprint.

2. Elicit the information by asking questions or by having students ask each other questions. Record the information on the grid.

3. Ask questions to check students' comprehension.

4. Use a written comprehension check.

   Option A:
   Write statements and students indicate "Yes" or "No".

   Option B:
   Write questions and student answer the questions with short answers or complete sentences.

   Option C:
   Write fill-in-the blank statements for students to complete.

   Option D:
   Students write the information in complete sentences.

   Option D:
   Students use the grid to write a descriptive paragraph.

L. Mrowicki

READING PASSAGES

Pre-reading:

1. Ask students background questions related to the text.
2. Ask students **descriptive** and **predicting** questions about visuals in the text.
3. Introduce and practice any key words.

Reading:

1. Students read the passage silently.
2. Ask "What did you learn?"
3. Students read the passage silently.
4. Ask specific comprehension questions.
5. Students read the passage silently.
6. Students read orally. Analyze any reading miscues.

Option A:
Read the text. Students read along silently. Then individual students read orally.

Option B:
Individual students take turns reading orally with the entire class following silently.

Option C:
Divide students into pairs and one student reads to the other. Then the other students reads.

Option D:
While the class is working on other small group of individual activities, have each student read a section of the passage orally to you.

COMPREHENSION EXERCISES

Type of Comprehension Check:

1. Statements
   * Yes/No
   * Right/Wrong
   * True/False
2. Yes/No Questions
3. "*Or*" Questions
4. Simple "Wh" Questions - *who, what, when, where, whose*
5. Complex "Wh" questions - *why, how*

Location of the Answer

1. In the text
   * Exact words or different words
   * In one sentence,
     in two sentences,
     in a paragraph, or
     in multiple paragraphs/entire passage
2. Students' own experiences or judgments

L. Mrowicki

DIALOG JOURNALS

RATIONALE:

Dialog journals:

* provide a forum for student-teacher or student-student written communication.
* provide a non-threatening means by which written language can be learned, modeled, and developed.
* provide an opportunity for students to describe their interests, activities, and experiences.

INSTRUCTION:

Preparation:
Each student should have a notebook.

Instruction:
1. Students write 3 - 5 sentences about themselves.

2. Respond in writing to students' first entry, pose questions, and model correct forms where appropriate.

3. Students respond to teacher's entry. The journal continues back and forth.

Options:

A. At the lower levels, be prepared to assist students in reading the teacher's entries and writing a response.

B. Students might want to "rough out" a response and bring it to the teacher for review and assistance. Selective correction is encouraged. Correction should be provided if students request it.

C. Students can direct their journal writings to each other or across classes, like pen pal letters.

4. Work with the class or individual students an any particular problems.

NOTE: You may wish to discuss the role of the journal, such as, the purpose of the journal is communication. Therefore, corrections will not be explicitly made. The focus is on communication - students should not worry about grammar and spelling mistakes.

Isserlis/Mrowicki

STUDENT-STUDENT ACTIVITIES

Rationale:
These activities -

* develop students' communication skills
* provide for individualized work
* provide maximum practice
* are especially valuable in multi-level classes

A. Information giving

1. Prepare lists of information such a list of numbers or a list of words.
2. Divide students into pairs.
3. Give the list to Student A.
4. Student a dictates the list to Student B.
5. Student A and Student B compare the lists.
6. Students reverse roles.

B. Information Gap

1. Prepare an information sheet or picture.
2. Make two copies.
   On one copy, eliminate some of the information. On the second copy, eliminate different pieces of information.
3. Divide students into pairs.
4. The students ask and tell each other missing information.

C. Problem-Solving

1. Divide students into pairs.
2. Give students a problem to solve.
3. Students discuss the problem and develop a solution.
4. Students share the solutions with the class.

D. Jigaws With Content Material

1. Divide the material into learning units.
2. Divide the class into groups.
3. Each group of students reads and masters the content of their own learning unit.
4. The group of students share the information from their learning units and teach each other.

L. Mrowicki

ATTACHMENT I

Materials Produced
and Distributed

"PROVIDING SERVICES TO PEOPLE
OF OTHER CULTURES"

Literature From Workshop

AN OVERVIEW: THEORY AND NATURAL APPROACH

In this section we provide a brief description of the Natural Approach preceded by a summary of the theory of second language acquisition that supports it. More detailed treatment of theory is contained in Chapter Two, while Chapters Three through Seven contain more specific information about how the approach works in practice.

We hope it will become clear to the reader that it is difficult and undesirable to present methodological principles of the Natural Approach without some reference to theoretical concepts. We keep the discussion of theory in this chapter to a minimum however, and present only some of the central findings in language acquisition research that are helpful in understanding the Natural Approach. These findings are presented without argumentation, without supporting data for now, to allow the reader to get a global picture of the Theory easily and quickly.

Acquisition and Learning

The most important and useful theoretical point is the ***acquisition-learning*** distinction, the hypothesis that adult language students have two distinct ways of developing skills and knowledge in a second language. Simply, **acquiring** a language is "picking it up," i.e., developing ability in a language by using it in natural, communicative situations. Children acquire their first language, and most probably, second languages as well. As we shall see in Chapter Two, adults also can acquire: they do not usually do it quite as well as children, but it appears that language acquisition is the central, most important means for gaining linguistic skills even for an adult.

Language **learning** is different from acquisition. Language learning is "knowing the rules," having a conscious knowledge about grammar. According to recent research, it appears that formal language learning is not nearly as important in developing communicative ability in second languages as previously thought. Many researchers now believe that language acquisition is responsible for the ability to understand and speak second languages easily and well. Language learning may only be useful as an editor, which we will call a ***Monitor.*** We use acquisition when we initiate sentences in second languages, and bring in learning only as a kind of after-thought to make alterations and corrections.

Conscious rules have therefore a limited function in second language use; we refer to conscious grammar rules only to make changes, hopefully corrections. These changes can come before the sentence is actually spoken or written, or they can come after (self-correction). The function of conscious learning seems even more limited when we consider that in order to Monitor our speech successfully, that is, in order to make corrections, several conditions have to be met: (1) the second language user has to have **time** to inspect the utterance before it is spoken, (2) the speaker has to be consciously concerned about **correctness,** and (3) he has to **know** the rule. In natural conversation, all of these conditions are rarely met. Normal conversation tends to be quite rapid, and the speaker's attention is usually on **what** is being said, not **how** it is being said. In addition, our conscious knowledge of grammar covers only a small portion of the rules of a language. On the other hand, all three conditions are met quite well on grammar tests. These are usually written rather than oral and are designed to make students think about language form and not the message: they usually focus almost exclusively on rules that have just been taught in the classroom. In this situation knowledge which has been learned is, of course, of great help.

Knowledge of conscious rules can be helpful in situations other than formal grammar exams. In writing and in prepared speech, performers do have time to apply conscious knowledge of the second language and can use this knowledge to improve the form of their output by Monitoring. Ideally, learning will supplement acquired competence in such cases, performers using learning to supply aspects of language that have not yet been acquired. Such items may not add much to the communicative value of the output, but they may give a more polished, a more "educated" look. In writing, learning may also be useful for some spelling and punctuation problems.

Difficulties arise when performers, especially beginners, become overconcerned with correctness in communicative situations, trying to check their output against conscious rules at all times. This overuse of the Monitor results in hesitancy and subsequent difficulty in participating in conversation. Ideal or optimal use of the Monitor occurs when second language speakers use the rules they have learned without interfering with communication.

How Acquisition Takes Place

We already know a great deal about encouraging language learning. Indeed learning occupies the central position in language classes in all grammar-based approaches. If acquisition is more important than learning for developing communicative ability as the evidence suggests, we need to concern ourselves with the question of how people acquire. According to research in second language acquisition, it is thought that acquisition can take place only when people **understand** messages in the target language. Incomprehensible input (e.g. listening to an unknown language on the radio) does not seem to help language acquisition. We acquire when we focus on what is being said, rather than how it is said. We acquire when language is used for communicating real ideas.

While comprehensible input is necessary for acquisition, it is not sufficient. There are **affective** prerequisites to acquisition, as every teacher and language student knows. Briefly, the acquirer has to be "open" to the input in order to fully utilize it for acquisition. According to research, factors that contribute to a ***low affective filter*** include positive orientation to speakers of the language,

The Natural Approach, S. Krashen & T. Terrell. Alemany Press, 1983

acquiring in a low anxiety situation, and at least some degree of acquirer self-confidence.

Spoken fluency in second languages is not taught directly. Rather, the ability to speak fluently and easily in a second language **emerges** by itself, after a sufficient amount of competence has been acquired through input. It may take some time before any real spoken fluency develops. With many acquirers there is a **silent period** which may last from a few hours to several months, depending on the situation and the age of the acquirer. Initial production is typically not very accurate. Very early speech is quite flawed, with acquirers using mostly simple words and short phrases. It also contains few function words or grammatical markers. Gradually more complex constructions are acquired (as the acquirer obtains more comprehensible input) and the grammatical markers are "filled in."

The Natural Approach and Language Acquisition

The first principle of the Natural Approach is that **comprehension precedes production,** i.e., listening (or reading) comprehension precedes speaking (or writing) abilities. This follows from the hypotheses presented earlier that acquisition is the basis for production ability and that in order for acquisition to take place, the acquirer must understand messages. Thus, the starting point in language instruction is to help acquirers understand what is being said to them. (This is, of course, also the case for acquirers not in classroom situations.) Some of the implications of this principle are that (1) the instructor always uses the target language, (2) the focus of the communication will be on a topic of interest for the student, (3) the instructor will strive at all times to help the student understand.

The second general principle of the Natural Approach is that **production** is allowed to emerge **in stages.** These stages typically consist of: (1) response by nonverbal communication, (2) response with a single word: *yes, no, there, O.K., you, me, house, run, come, on,* etc., (3) combinations of two or three words: *paper on table, me no go, where book, don't go,* etc., (4) phrases: *I want to stay. Where you going? The boy running,* etc. (5) sentences, and finally (6) more complex discourse. Grammatical accuracy is very low in early stages and increases slowly with increased opportunities for communicative interaction and acquisition. For this reason in the Natural Approach **the students are not forced to speak before they are ready.** In addition, **speech errors which do not interfere with communication are not corrected;** while the correction of errors may help learning, acquired competence comes from comprehensible input.

The third general principle of the Natural Approach is that the course **syllabus consists of communicative goals.** This means that the focus of each classroom activity is organized by topic, not grammatical structure. Thus, a possible goal may be to learn to communicate about trips the students have taken or to be able to order a meal in a restaurant. Practice of specific grammatical structures is not focused on in these activities. Our claim is that grammar will be effectively acquired if goals are communicative. Ironically, if goals are grammatical, some grammar will be learned and very little acquired. Thus, even though we are very interested in producing students who can speak with correct grammar, communicative ability and not grammatical accuracy is emphasized in beginning comprehension and production stages.

The final principle is that the activities done in the classroom aimed at acquisition must foster **a lowering of the affective filter of the students.** Activities in the classroom focus at all times on topics which are interesting and relevant to the students and encourage them to express their ideas, opinions, desires, emotions and feelings. An environment which is conducive to acquisition must be created by the instructor — low anxiety level, good rapport with the teacher, friendly relationship with other students; otherwise acquisition will be impossible. Such an atmosphere is not a luxury but a necessity.

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TESOL NEWSLETTER

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For Teachers Everywhere....

Cooperative Learning in the ESL Classroom

by Sharron Bassano, Santa Cruz Adult School, and
Mary Ann Christison, Snow College

Evaluation of a teacher of English as a second language is generally centered on that person's ability to manage the subject matter—explain language structure and content, elicit responses, and prepare materials, etc. While these are important skills for teachers, they represent only a small part of the skills necessary for successful teaching. Experienced teachers agree that knowing how to respond to the broader demands of the classroom environment also affects everyone in the class in a major way. One such aspect of an effective teacher is the ability to organize the structure and variation of group dynamics and student-student interaction, implementing classroom management strategies, asking and answering questions. Teachers need these skills to be effective in meeting their teaching situations—especially teaching situations that demand that a teacher interact with more than 30 students in one class.

For the past two years language teachers have been interested in one major objective related to classroom management: developing cooperative learning techniques. For most teachers, cooperative learning has meant encouraging students to work in small groups. However, cooperative techniques can be more than grouping techniques in the development of language activities: three additional areas of cooperative learning can be practically implemented: 1) classroom environment and social tasks, 2) process tasks such as peer tutoring and goal setting, and 3) progress monitoring and evaluative tasks.

Classroom Environment and Social Tasks: Classroom environment and social tasks can be defined as those tasks relating to physical surroundings, conditions, or influences, perhaps the easiest area in which to

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Cooperative Learning

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begin developing student initiative and cooperation as similar tasks are handled by individuals outside the classroom. These tasks are responsibilities that teachers have always automatically accepted as their own—somehow never thinking to share them with the students. Consider some of the following:

1. Students can be responsible for the arrangement of the classroom. Before the day's activities, ask a student to place the chairs in a specific way—rows, dyads, small groups....

2. Assign students to keep attendance. One student can be responsible for record keeping for an entire week.

3. Encourage students to decorate the bulletin board and the classroom.

4. If you are fortunate enough to have your own room, you may have plants the students can care for.

5. Encourage students to do classroom maintenance, such as putting the chairs up on the table for cleaning; putting away books, papers, and folders; and cleaning blackboards.

6. Students can set up for films, manage slide presentations, operate the projectors, and put away the equipment.

7. Expect students to hand out and replace materials, books, scissors, pens....

8. If you have an adult class, request volunteers to collect money for the coffee break supplies, buy the supplies, make the coffee, and clean up at the end of the day.

9. Have the class generate advice on disciplinary action or solutions to critical incidents and cultural misunderstandings.

10. Students can make announcements and signal when breaks are over.

11. Appoint students to welcome and greet new students, to show them around, and to introduce them to classroom procedures.

Each class, of course, will have its own particular environmental and social needs, and tasks will vary accordingly. Teachers can help students decide to assume responsibilities by forming general committees. Usually, teachers need only get students organized and express confidence in their abilities. Because of a sense of true participation through these activities, students are not only several steps further down the road to autonomy and cooperation, but they are also saving the teacher two or three hours of often uninspiring but essential work.

Process Tasks: Process tasks are those that implement a shared responsibility in the learning process itself and include peer tutoring, correction of written work, selection of content, goal setting, and the preparation of learning materials.

Peer-tutoring: Peer-tutoring refers to any activity involving students helping one another to understand, review, practice, and remember. The first task may be to dispel the notion that helping is cheating. (In a cooperative classroom, knowing and not sharing what you know is considered unfair.) Peer-tutoring obviously provides an opportunity for students to talk more and to learn by teaching. Such pair work requires collaboration, solving a problem, or completing a task. Students work together to achieve a common goal that is external. As an example, consider the following: The teacher teaches a content lesson to a student, a one-on-one optimal teaching situation. After the teacher has checked the student for competence in the content, the student becomes a tutor for student 2. After student 2 meets the competence criteria for that content, s/he becomes a tutor for student 3 while student 1 becomes a tutor for student 4. Thus, the knowledge can be handed from one student to the next.

Peer-correction of written work: The moment students finish a written task and hand it in, their motivation is at its highest because they are interested in finding out if their answers are correct. Most teachers collect work, take it home to correct, and return it the following day. By then, students may have lost interest. They may glance over their work briefly (perhaps counting the red pen markings) and then throw the work away. An important moment for the student has been lost, and several hours of teacher time have been wasted.

Consider the following strategy as a way to work with this problem: After presenting some specific content to the class, give the students a set amount of time to work on their own. Then, have them choose partners and compare papers to spot anything that might need changing. Tell students that if they are not absolutely sure about something they have written, they can write the sentences/information in question on the board. When the board is full of such samples, focus the class on one sample at a time. This activity should be done as a whole group discussion. Students learn very quickly that if they want feedback about their classwork, they will have to write on the board. They also learn the value of open class discussion, that everyone who is learning is doing it, and that this kind of immediate feedback is more helpful and instructive than red pen markings.

Selection of Content and Goal Setting: Many learners come to a language class without clear or consistent goals other than a desire to learn a second language. It becomes the task of the teacher to help guide the learners to discover for themselves what is worth learning, worth doing, and worth knowing in the second language. How can a teacher assist students in selecting content and setting personal goals?

Find out what kinds of things students already know and what they want to know. Organize these ideas into topics and manageable subtopics. When goals are set, content determined, progressions planned, and resources chosen, the teacher can provide a "goal sheet" appropriate for level and content. These goal sheets help learners be specific about what they want to accomplish. The sample goal sheet that follows clarifies this procedure.

Figure 1: Sample Weekly Goal Sheet

Date_____

Goals for the week of _____

List your personal goals for the week. Then place a check in the blank on the left when your goal has been completed.

___1. Read and understand three articles about inventions and share the information with the group.

___2. Go to a museum for a lecture and take notes.

___3. Learn 30 new vocabulary words.

___4.

___5.

Goals for the week of_____

___1.

___2.

___3.

___4.

___5.

Materials Development: Students can also be involved in the preparation of language learning materials at all proficiency levels. The preparation of the materials, in every case, is a learning and reinforcing activity in itself. Consider the following example: Two students at the beginning level can work together. One finds pictures in a magazine (or draws pictures) and pastes them on a 3" x 5" card. The partner makes a corresponding word card. Teachers may prepare a list of words ahead of time on a ditto or write them on the board. Students may select whatever interests them. Each partnership makes 10 picture cards and ten word cards. These sets are clipped together to be used in various classroom activities such as matching and concentration.

Progress Monitoring and Evaluative Tasks: Progress evaluation is a much more significant process than testing and assigning grades based on product. Charting progress inspires students to learn and encourages positive attitudes toward learning. To motivate students to maximum effort, a teacher can help learners monitor their progress, to help them make realistic assessment of the constraints of all kinds that occur to limit progress. A positive system for monitoring progress that guarantees rewards of some kind for obvious effort and achievement must be a part of the cooperative classroom. *Figure 2 represents a sample progress sheet for this type of task.*

Continued on next page

Figure 2

Sample Progress Sheet

Name _____ Date _____

Circle the number that represents your progress:

I am happy
with my work 1 2 3 4 5 not happy

My grammar
is improving 1 2 3 4 5 not improving

My writing
is improving 1 2 3 4 5 not improving

My speaking
is improving 1 2 3 4 5 not improving

My reading ability
is improving 1 2 3 4 5 not improving

The thing that was hardest for me this week was_____

One thing I learned was_____

One thing I liked about class was_____

One thing I didn't like about class was_____

I feel that...

___I don't have enough time or space to do work at home.

___I am not very interested in the work of this past week.

___the work is too difficult for me at this time.

I would like to...

___do something different.

___do this work over again.

___do more of the same kind of work.

The purpose of a cooperative classroom is to provide opportunities for learners to take more control, show more initiative, and learn to work democratically and cooperatively, all skills with implications reaching far beyond the classroom. The teacher is the guide, the planner, the observer, and the informant who gives structure to the learning process. In cooperative classrooms learners begin to feel more successful and confident, become more self-disciplined, and blossom into independent thinkers and willing explorers. These learners converse because they have something to say, they listen because they truly want to hear one another, they read for enjoyment, for purpose and meaning, and they write because they want to convey their thoughts and work together supportively. This positive attitude pervades the basic level, as illustrated by the following anecdote.

Azar, a 50-year-old Iranian housewife, is dictating numbers to her partner, Leong, a young Chinese man. Both have been in the United States less than a month and are valiantly struggling to learn English. "Sixteen," she says, from her side of the table. He writes "16," she writes "16," then they lift up the tagboard barrier that sits between them to see if they have written the same number. (This is a beginner's cooperative exercise in pronunciation, listening, and number review.) "Tier-tea-tree," she says. Leong hesitates. "Tier-tea-tree," she repeats, somewhat louder. Leong peers up at her over the paper divider that hides what she has written, confusion wrinkling his young forehead. "Wha-ju-say?" he asks politely. "I say 'tier-tea-tree,'" she answers, somewhat impatiently. (She knows that she is pronouncing it well!) I control my impulse to jump up and run over to bail them out, telling myself that they can do it. Luisa, a Mexican woman at the next table has been listening and comes to the rescue, "Leong! She say 'durdi-dree.' 'Durdi-dree,' Leong!" Our Chinese friend now thinks that these two women must be speaking Hungarian and shrugs his shoulders. Luisa scribbles a "33" on her notebook and holds it up for Leong as dawn breaks. He writes on his paper. "Ah, fuh-tee-flea," he says.

These students are successfully on the road to self-direction and cooperation in their second language learning process. Their journey may have many false starts and sudden stops. They may go back to retrieve bags of skills that they long ago left behind or pull out for rest stops to unload preconceived notions or expectations collected on past learning journeys. But throughout the experience they come to realize the joys and advantages of conducting their own adventure. Their teacher-guide provides the road maps, the enthusiastic voice of the seasoned traveler, a finger to point the way. They choose the destination and the roads they will take. ✿

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FYI*

Arlington Community Television has developed a series of videotapes that teach limited English-speaking immigrants and refugees about vital public services. Currently, there are six different 15-minute programs in the "Communicating Survival" series (Emergency: Call 911; Help Wanted; Personal Checking; The Supermarket; Obtaining Health Care; and The New Immigration Law), each available in English, Spanish, Vietnamese, Lao, Khmer, and Farsi, with the exception of "The New Immigration Law," available only in Spanish. Videotapes are available for preview free of charge for 30 days. For more information contact Steve Israelsky, Arlington Community Television, Suite 300, GMU Metro Campus, 3401 North Fairfax Drive, Arlington, VA 22201 USA. Tel. 703-524-2388.

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CONTENT ESL: STARTING AT THE END

THE READING PROCESS

One definition of reading is *"a process in which the reader brings meaning to the text in order to get meaning from the text"*. This definition recognizes that the reader has experiences, beliefs, values, and knowledge which affect the meaning gathering process. The reader's background provides the context for making predictions about the content in the text and interpreting the content.

Reading is **a dynamic process** in which the efficient reader employs the strategies of sampling, predicting, and confirming or correcting. The efficient reader samples a part of the print (often 4-5 words), makes a prediction of what will come next, and confirms or rejects that prediction. This is an ongoing, dynamic process which efficient readers use when reading.

In the sampling process, a reader recognizes certain features of the printed word(s). The reader does not necessarily identify each letter in a word nor does the reader necessarily process every word. The reader samples a sufficient number of features to make a prediction and then moves on in the text to confirm this prediction or to reject the prediction, regress, re-sample, and form another prediction.

Long term and short term memory play an important role in the reading process. The reader samples the surface structure of the text by processing several words in one eye fixation. This information is most efficiently processed when the words comprise a meaningful chunk. The meaning is stored in the reader's short term memory. As more information is processed, the reader associates the information in the text with his or her background knowledge and stores the general sense in the long term memory. That which is not stored is usually forgotten.

Ten assumptions about the reading process are listed below:

1. There are different reasons for reading: general comprehension, main ideas, general idea, critical evaluation, or precise details.

2. An efficient reader uses the strategies of sampling, predicting, and confirming/correcting the predictions.

3. A reader uses his own experiences, values and background knowledge to make predictions and confirm/correct them and to store meaning from the text in the long term memory.

4. A reader uses the context provided by illustrations and within sentences, paragraphs, and the entire text to make predictions and to correct/confirm them.

5. A reader uses language cues (syntactic, semantic, and grapho-phonic) to make predictions and correct/confirm them.

6. When a reader makes a wrong prediction, the reader often regresses to print previously processed, re-samples and makes another prediction.

7. A reader processes information in meaningful units, that is, "chunks".

8. A reader uses a variety of skills to decipher language cues and extract meaning from the text.

9. An efficient reader does not necessarily process every word in order to obtain the meaning.

10. An efficient reader uses context to get the meaning of unfamiliar words. Occasionally, a reader will use grapho-phoneme cues to determine the meaning.

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L. Mrowicki

Amnesty in the Classroom: Implications of The Immigration Reform and Control Act (IRCA) of 1986

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NOTE: This article is based on information presented at the Commission on Adult Basic Education (COABE) in Seattle June 15-18, 1988 by Bill Bliss (Language & Communication Associates, 1118 22nd St., NW, Washington DC 20037; 202/223-6588) and Pat Rickard (CASAS Project, 2725 Congress, Suite 1-M, San Diego CA 92110; 800/255-1036) and from information from the California State Department of Education, the US Department of Education, Division of Adult Education, and INS. The author also wishes to thank John M. Duffy of Alemany Press for his comments and discussion of an earlier version of this article.

IRCA. The Immigration Reform and Control Act (IRCA) of 1986 allowed certain undocumented, illegal resident aliens to apply for legalized permanent resident status. They had to have been in the country prior to October 1982. They received a temporary "Red Card" with a unique A-90 number from the Immigration and Naturalization Service (INS). The deadline for applying for this amnesty was May 4, 1988 (Nov 30, 88 for agricultural workers). Beginning November 8, 1988, those with temporary resident status may apply for permanent residency by mail to their INS Regional Processing Center.

The Applicants. Each applicant between the ages of 16 and 65 must demonstrate functional fluency in English and/or show they are enrolled in a "course of study" to "achieve such an understanding of English." One estimate is that 70% of the applicants nationwide have little or no English language ability. Up to 25% have little or no native language literacy.

Nationwide. 2,549,087 persons applied for amnesty nationwide as of Sept 8, 1988. 1,762,134 persons applied under Section 245 provisions for illegal resident aliens and 786,953 applied under Section 210 provisions for special agricultural workers.

The States. The states with the largest numbers of applicants are California (with applicants from 82 countries of origin and 52% of the applicants located in metropolitan Los Angeles), New York (with applicants from 153 countries and 84% located within New York City),Texas (with 35% of its applicants located in either Dallas-Fort Worth or Houston), Florida (26% Mexican and 43% Cuban; 49% located in Broward and Dade County), Illinois (90% in metropolitan Chicago),Arizona, New Mexico, Washington and Oregon (90% from one country of origin: Mexico). Ten states hold 94% of the total eligible legalizable alien population.

California. 1,407,800 or 54.8 % of all IRCA applicants are in California. If 70% of California's 1,407,800 amnesty applicants require ESL services, as seems likely because 70% speak little or no English nationwide, California's adult ESL student population could increase by 985,460 ! This compares with "only" 613,222 identified LEP students in California's public schools K-12 during Spring 1987 and "only" 866,916 adults enrolled in adult ESL classes during the 1985-6 school year.

52% of California's applicants are reported to be in Los Angeles. This represents 732,056 total for Los Angeles and possibly 512,439 who have little or no English language ability. If these numbers seem staggering, consider that Los Angeles Unified School District (LAUSD) had 30,000 on their waiting lists for adult ESL classes in May. One site, Evans Community Adult School, has been running low-level citizenship classes for amnesty applicants literally around the clock -- 24-hours a day – since May!

Permanent Resident Status. English and knowledge of US History and government are required for permanent resident status. Each Section 245 applicant over age 16 and under age 65 must demonstrate functional fluency in English and/or show they are enrolled in "a course of study" to "achieve such an understanding of English." Section 210 applicants are exempt from this requirement for permanent resident status. The regulations state: "Literacy and basic citizenship skills may be demonstrated ... by speaking and understanding English during the course of the interview. An applicant's ability to read and write English shall be tested by excerpts from one or more parts of the Federal Textbooks on Citizenship at the elementary literacy level... in the English language. (Regulations, Section 245a.3(b)(iii)(A)"

An applicant who fails the English literacy or educational tests will be given a second chance to pass the tests after 6 months or demonstrate that s/he "is satisfactorily pursuing a course of study . . . to achieve such an understanding of English and such knowledge and understanding of the history and government of the United States. (Regulations, Section 245a.3(b)(4)(B)"

Satisfactorily pursuing There are five options to satisfy the "satisfactorily pursuing" requirement. [1] Attend a recognized program for at least 40 hours of a minimum 60 hour course. [2] Present a high school diploma or general equivalency diploma (GED) from a school in the United States. [3] Attend a state recognized, accredited learning institution for one year. [4] Attend courses conducted by employers or other private groups that are certified by INS amnesty officials. [5] Pass a proficiency test for legalization "indicating that the applicant is able to read and understand minimal functional English within the context of the history and government of the United States." (Regulations, Section 245.a.1(s)(1 to 5).)

Form I-699 Form I-699 is the Certificate of Satisfactory Pursuit which certifies that the applicant satisfies option [1]. It states that s/he "is enrolled in a course of study recognized by the Attorney General to prepare the individual, whose name and A-90 number appears above, for permanent resident status in the United States." The certificate also states:

> This applicant has attended this recognized program for at least forty (40) hours of a minimum sixty (60) hour course as appropriate for their ability level, and has demonstrated progress according to the performance standards of this English language/Citizenship course. The applicant has attained functional skills related to communicative ability, subject matter knowledge, and English language competency. Attainment of these skills was measured by the successful completion of learning objectives appropriate to the applicant's ability level, or attainment of a determined score on a test or tests, or both of these.

The language in this paragraph has very specific meaning for the IRCA program:

recognized program The program is recognized if it is an accredited institution for learning with a Notice of Participation registered with INS. Schools that are qualified and recognized as bona fide adult education providers, which receive ADA from the state for example, probably can meet this requirement. Being approved to issue Forms I-20 is also cited in the regulations as an example. Community based organizations may also be certified by INS to issue Form I-699.

Schools and community based organizations wishing to issue Form I-699 must register with INS, either with the INS National Outreach Director or the local Legalization Director. Registration consists of a letter typed on letterhead with the following information:

i. The name(s) of the school(s) or program(s).
ii. The complete addresses and telephone numbers of sites where courses will be offered, and class schedules.
iii. The complete names of persons who are in charge of conducting English and U.S. history and government courses of study.
iv. A statement that the course of study will issue "Certificates of Satisfactory Pursuit" to temporary resident enrollees according to INS regulations.
v. A list of designated officials authorized to sign Form I-699 with samples of their signatures.
vi. The fee (if any) that will be charged to temporary resident enrollees

a minimum sixty hour course Applicants must be enrolled in a course of at least sixty hours. Thirty or forty hour courses do not satisfy this requirement.

appropriate for their ability level The linguistic and cognitive levels for instruction must be educationally appropriate. Hence, a literacy student may be satisfactorily enrolled in a program to promote literacy development, English language skills, and US History and Government at appropriate instructional levels. Bliss pointed out that "teaching a little history with American symbols, holidays and landmarks (such as the Statue of Liberty and the nation's capital) could meet the educationally appropriate' requirement for some students." LifeSkills, Adult Basic Ed, or GED may be educationally appropriate curriculum for other students.

Moreover, INS specifies that amnesty teachers should have "specific training in Teaching English to Speakers of Other Languages (TESOL)" as well as experience teaching adults.

In California, students with CASAS scores below 215 are postulated to need ESL instruction. Those familiar with needs assessment and curriculum correlated with the CASAS competencies will feel right at home!

English language/Citizenship course The curriculum objectives are for English language proficiencies and citizenship knowledge. Applicants must be taught functional communicative skills necessary for listening, speaking, reading and writing in English. An articulated, written curriculum must be on file in a district office, prescribing "what is to be taught, how

t... course is to be taught, with what materials, and when and where.

The curriculum must

(i) teach words and phrases in ordinary, everyday usage;
(ii) include the content of the Federal Citizenship Text series as the basis for curriculum development (other texts with similar content may be used in addition to, but not in lieu of, the Federal Citizenship Text series);
(iii) be designed to provide at least 60 hours of instruction per class level;
(iv) be relevant and educationally appropriate for the program focus and the intended audience; and
(v) be available for examination and review by INS as requested." (Regs, Section 245a.1(u)"

subject matter knowledge. The curriculum must include, but should not be limited to "the content of the Federal Citizenship Text series." It should include ESL and LifeSkills topics, especially if the students need those functional skills. Textbooks are not limited to INS publications, so low level textbooks including those designed for literacy, ESL, or LifeSkills may be used when educationally appropriate. INS does require, h ever, that at least one copy of the Federal textbook be available at least as a resource: "The course materials for such instruction (shall) include textbooks published under the authority of section 346 of the Act."

The content requirement can be viewed as progressive because it permits content-based ESL as a method of organizing instruction for those students who need both the history or government content and instruction for language development.

functional skills. "Minimal understanding of ordinary English ... means an applicant can satisfy basic survival needs and routine social demands. The person can handle jobs that involve following simple oral and very basic written communication." (Regulations Section 245a.1(t))

Monitoring. INS reserves the right to monitor programs issuing Form I-699. A private school not state accredited that charge fees or tuition may expect rigorous monitoring if INS receives complaints about the school.

Funding. Although certification is administered by INS, funding is administered by the states. Each state determines its own procedures for managing the "State Legalization Impact Assistance Grants (SLIAG)" in the areas of health, general assistance and education services. It is not ne sary to be SLIAG funded in order to issue Form I-699. Ne...rtheless, SLIAG funding is substantial. At least 10% of the state's overall grant and up to $500 per person is earmarked for education for each of the next four years. By comparison, the national average cost for adult basic and secondary education (for GED, ABE, ESL and literacy including federal, state and local funds) was $177 per student during fiscal year 1986. Table One shows the level of support planned for these new services through Federal fiscal year 1991.

Table One: Planned Federal Budget Levels to support new social and education services for IRCA applicants.

Fiscal Year 1988	1 billion dollars
Fiscal Year 1989	640 million dollars
Fiscal Year 1990	740 million dollars
Fiscal Year 1991	742 million dollars
TOTAL PLANNED	3.122 billion dollars.

Note that these are not Education Department dollars; that is, they are in the HHS budget, not the Education Department budget.

Considerations for Education Planning (Opinion). First, the Amnesty students - as do all students - deserve quality education. The use of volunteers will not ensure professional teaching. Second, teachers must be experienced and trained in second language acquisition to teach low-functioning adults. Planning to offer only part time positions must be questioned when so many trained, certificated, and committed professionals are currently unable to make a living pursuing careers as teachers of ESL. Third, the INS is an ally. INS recognizes the complexities of learning and instruction that can lead students from one performance level to another. And the funding for this "amnesty" education is at a dollar level that is more than twice the national average cost of adult education during 1986. This represents both a serious commitment to providing quality education and sincere recognition of the complex learning processes and programs to be developed.

Additional information is available from your district INS office, the national INS legalization "hot line" 1-800-448-4994, the National Association of Latino Elected Officials: (800) 44-NALEO, or the Immigration Reform Language Issues Network, Room IE2 117, Cal State University, Long Beach, CA 90840.

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3

Amnesty Update: the US Immigration and Naturalization Service Releases Tally of Applications

by Roger E.W-B Olsen, Alemany Press

There are more than 3 million applications as of 5/12/89, an increase from 2.5 million reported earlier (*TESOL Newsletter*, December 88). This chart shows the May numbers by state and application type, and enrollments in adult basic education (ABE, at grade level 8 or below) and ELT for adults for school year 1986-87. Section 210 applicants do not have the language and civics requirement for permanent residency.

1986-87 enrollments are presented to allow comparisons between the number of legalization applicants and the pre-amnesty level of service in adult education. The potential impact is indicated by showing the number of applicants as a multiple of the 1986-87 ESL enrollment. The total number of applicants (3 million) is 3.49 times the number of adult ESL students (879,749) nationwide during 1986-87. Thirty-two states (33 counting Puerto Rico) have more applicants than their total adult ESL enrollment during 1986-87. Seventy percent of the applicants are estimated to speak "little or no English" (*TN*, Dec 88).

In addition to regular English language classes, a remarkable service of amnesty for population has been achieved. For example, California reports 350,000 amnesty students in classes, served by more than 10,000 teachers in 247 state-monitored State Legalization Impact Assistance Grant (SLIAG) agencies. INS reports more than 1,000 "recognized programs" in California alone, including many that do not receive SLIAG funding. Other states report doubling or near doubling of their adult ESL enrollments. Texas reports 75,000 amnesty enrolled students in addition to its estimated 70,000 "regular adult ESL" enrollment. Washington state reports 5,100 amnesty enrolled students and 8,000--plus adult ESL.

IRCA Applicants and Adult Enrollments

States	IRCA Applicants Note (1)	Note (2)	Note (3)	Adult Education Enrollments 1986-87 ABE Note (4)	ESL	Potential Impact Note (5)
Total	3,069,893	1,768,089	1,301,804	1,917,605	879,749	3.49
AK	500	300	200	3,985	1,019	.49
AL	1,900	600	1,300	27,314	4,185	.45
AR	2,800	700	2,200	13,299	696	4.02
AZ	79,800	28,600	51,300	19,021	11,742	6.80
CA	1,647,400	948,200	699,100	488,381	432,441	3.81
CO	22,500	9,900	12,600	7,644	2,937	7.66
CT	5,200	2,900	2,300	19,909	12,365	.42
DC	6,200	4,700	1,400	10,955	3,677	1.69
DE	1,000	200	800	1,664	420	2.38
FL	168,400	48,400	120,000	203,776	84,952	1.98
GA	24,400	6,300	18,200	23,389	6,038	4.04
GU	300	300	0			
HI	2,100	1,300	800	23,684	11,498	.18
IA	1,400	600	800	25,572	2,441	.57
ID	11,300	2,100	9,200	9,331	1,578	7.16
IL	153,100	120,400	32,600	70,538	46,267	3.31
IN	3,000	1,600	1,400	28,052	3,103	.97
KS	7,000	3,400	3,600	7,797	12,008	.58
KY	600	400	200	21,807	363	1.65
LA	3,300	2,100	1,200	14,856	2,231	1.48
MA	14,600	8,700	5,900	32,526	14,313	1.02
MD	10,500	7,800	2,700	26,645	13,227	.79
ME	300	100	300	3,699	1,617	.19
MI	6,400	2,300	4,200	59,157	12,999	.49
MN	1,600	1,000	500	16,218	4,999	.32
MO	2,100	1,300	800	25,519	2,101	1.00
MS	700	300	300	11,151	403	1.74
MT	200	100	100	2,813	293	.68
NC	18,800	2,400	16,400	57,487	4,013	4.68
ND	100	0	100	2,567	355	.28
NE	2,400	900	15,000	5,711	652	3.68
NH	600	300	300	3,190	646	.93
NJ	41,200	27,800	13,400	27,000	14,224	2.90
NM	29,300	16,800	12,500	10,606	8,517	3.44
NV	21,100	10,000	11,100	2,340	1,834	11.50
NY	167,300	119,900	47,400	78,052	39,036	4.29
OH	2,700	1,600	1,200	55,564	6,207	.43
OK	12,200	6,900	5,200	15,001	2,883	4.23
OR	31,000	3,800	27,300	17,298	8,103	3.83
PA	7,900	2,900	5,000	30,375	7,034	1.12
PR	12,600	4,800	7,800	31,652	11,298	1.12
RI	2,300	1,900	400	5,754	2,272	1.01
SC	3,600	800	2,800	31,713	2,426	1.48
SD	100	100	0	3,543	805	.12
TN	2,000	1,000	1,000	17,550	891	2.24
TX	445,700	313,200	132,500	125,785	66,443	6.71
UT	7,200	2,500	4,700	4,046	3,089	2.33
VA	17,800	9,200	8,700	17,257	5,569	3.20
VI	1,100	1,000	100			
VT	100	0	0	4,760	304	.33
WA	35,900	9,200	26,700	17,741	8,744	4.11
WI	3,900	2,700	1,100	27,924	4,131	.94
WV	400	100	200	19,634	1,004	.40
WY	1,100	700	400	1,485	488	2.25

Notes

(1) **Total Applicants.** All applicants will be eligible for public education services when legalized. Not all applications received have been processed so state of residence totals do not equal total applications received. State of residence totals are rounded to the nearest hundred. Source: Immigration and Naturalization Service (INS). Total dated 5/12/89. States' data dated 5/9/89.

(2) **245a Applicants.** Applicants under Section 245a must demonstrate knowledge of US History & Government (civics) and English. 245a applicants may require special instruction to obtain permanent residency. Source: INS 5/9/89 and 5/12/89.

(3) **210 (SAW) Applicants.** Although "Section 210" or "SAW" applicants do not have to demonstrate knowledge of English or Civics, they become eligible for public education 1993. Source: INS 5/9/89 and 5/12/89.

(4) **Adult Basic Education and ESL.** These are actual reported ABE and adult ESL enrollments by State for school year 1986-87. ABE is "Adult Basic Education" at grade level 8 or below. ESL is English as a Second Language. Source: Olsen, 89.

(5) **Applicants as Multiple of 86-87 ESL Enrollment.** The total number of IRCA applicants (3 million) is 3.49 times the number of adult ESL students during 1986-87 (879,749).

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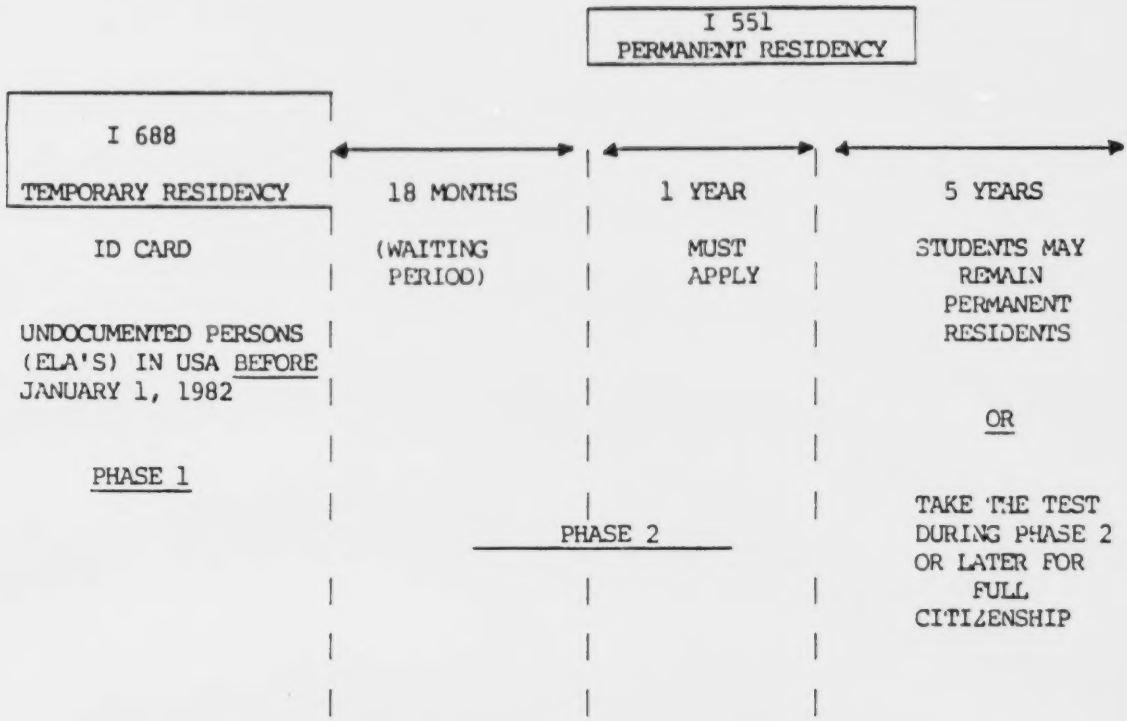

Carolyn Bohlman
Illinois ESL Adult Education Service Center
2/89

Four doors can satisfy the IRCA educational requirement for permanent residence

Choose the door which suits you

PERMANENT RESIDENCY

Under 16

Over 50 and in USA 20 yrs. or longer

Over 65

1	2	3	4
ONE ACADEMIC YEAR DOOR	G.E.D. DOOR	EXAMINATION DOOR	ENGLISH/CIVICS CLASS DOOR
		INS or CATHOLIC CHARITIES	
Submit proof (transcript, report card, letter) of having attended one year of school full-time. Must include at least 40 hours of English and civics.	Pass the G.E.D. exams in English; receive your diploma and bring it to the interview.	Study in a citizenship class or at home; either take the citizenship exam (in English) at interview or take a written civics test through Catholic Charities.	Study at least 40 hours in an English and civics class; ask for Certificate of Satisfactory Pursuit; send it with application or bring it to interview.

6

Adapted from Adena Staben, College of Lake County

CITIZENSHIP PROGRAM
Information Sheet
(November, 1988)

The Immigration Reform and Control Act of 1986 (IRCA), provides for the granting of legal immigrant status to certain aliens who resided illegally in the U.S. since before January 1, 1982. Legal status is obtained in two steps. First, these aliens had to apply for temporary legal resident status between May 5, 1987 and May 4, 1988. Second, in order to remain in lawful status, these aliens must apply for permanent resident status during the 12-month period beginning 18 months from the date they were granted lawful temporary resident status. They can apply for permanent residence status any time during the 18 month period when they have all the requirements fulfilled in INS forms. However, their petition will not be processed until the day after the 18 month period has passed

During the waiting period ELA's will:

——attend a course of study which is approved by the State Board of Education and the U.S. Attorney General and will attend a minimum of 40 hours. They will receive a "Certificate of Attendance" which will fulfill the education requirements of Phase II. No English and History government test is necessary.

OR

——go to the nearest legalization office of INS, go before an examiner and be tested for their knowledge of ordinary English and knowledge of the history and government of the U.S. Passing this test will fulfill the education requirements of Phase II. It is not necessary to attend classes.

When eligible for citizenship:

——ELA's who received a "Certificate of Attendance" will be required to be tested in ordinary English and the History and Government of the U.S.

——ELA's who were examined and passed by an INS examiner do not have to take another test.

Many states intend to use State Legalization Impact Assistance Grant (SLIAG) funds to provide instruction to aliens who must fulfill the English language and citizenship skills requirements. This, along with a broader range of educational services, is one of the allowable uses of SLIAG funds.

In order to serve this population, adult education providers throughout the states are including citizenship instruction in their programs. The latest draft of INS requirements and guidelines indicates that programs will provide 60 hours of instruction. Students meet the ESL/civics requirement after 40 hours of actual classroom attendance. It is hoped, however, that students will complete their programs so as to be part of a better educated citizenry.

Curricula must include the content of the Federal Citizenship Text series. These books may be the basic texts for citizenship classes, may serve as content reference for review for the permanent resident exam (the same as naturalization exam), or may be used to enhance instruction. In addition to these required materials, the Illinois ESL Adult Education Service Center has developed Legalization and Citizenship Materials which is a selected bibliography of materials on citizenship that can be adapted for use with LEP students.

Carolyn Bohlman
Illinois ESL Adult Education Service Center
2/89

INS STANDARDIZED QUESTIONS ON HISTORY AND GOVERNMENT OF THE U.S.[1]

1. What are the colors of our flag?
2. How many stars are there in our flag?
3. What color are the stars on our flag?
4. What do the stars on the flag mean?
5. How many stripes are there in the flag?
6. What color are the stripes?
7. What do the stripes on the flag mean?
8. How many states are there in the Union?
9. What is the 4th of July?
10. What is the date of Independence Day?
11. Independence from whom?
12. What country did we fight during the Revolutionary War?
13. Who was the first President of the United States?
14. Who is the President of the United States today?
15. Who is the Vice-President of the United States today?
16. Who elects the President of the United States?
17. Who becomes President of the United States if the President should die?
18. For how long do we elect the President?
19. What is the Constitution?
20. Can the Constitution be changed?
21. What do we call a change to the Constitution?
22. How many changes or amendments are there to the Constitution?
23. How many branches are there in our government?

---

[1]These questions will be used by INS at the time of the interview for permanent resident status under Section 245A of the Immigration and Nationality Act.

24. What are the three branches of our government?

25. What is the legislative branch of our government?

26. Who makes the laws in the United States?

27. What is Congress?

28. What are the duties of Congress?

29. Who elects Congress?

30. How many senators are there in Congress?

31. Can you name the two senators from your state?

32. For how long do we elect our Senator?

33. How many representatives are there in Congress?

34. For how long do we elect the representatives?

35. What is the executive branch of our government?

36. What is the judiciary branch of our government?

37. What are the duties of the Supreme Court?

38. What is the supreme law of the United States?

39. What is the Bill of Rights?

40. What is the capital of our state?

41. Who is the current governor of our state?

42. Who becomes President of the United States if the President and the Vice-President should die?

43. Who is the Chief Justice of the Supreme Court?

44. Can you name the thirteen original states?

45. Who said, "Give me liberty or give me death."

46. Which countries were our enemies during World War II?

47. What are the 49th and 50th states of the Union?

48. How many terms can a President serve?

49. Who was Martin Luther King, Jr.?

50. Who is the head of your local government?

51. According to the Constitution, a person must meet certain requirements in order to be eligible to become President? Name one of these requirements.

52. Why are there 100 Senators in the Senate?

53. Who selects the Supreme Court justices?

54. How many Supreme Court justices are there?

55. Why did the Pilgrims come to America?

56. What is the head executive of a state government called?

57. What is the head executive of a city government called?

58. What holiday was celebrated for the first time by the American colonists?

59. Who was the main writer of the Declaration of Independence?

60. When was the Declaration of Independence adopted?

61. What is the basic belief of the Declaration of Independence?

62. What is the national anthem of the United States?

63. Who wrote the Star-Spangled Banner?

64. Where does freedom of speech come from?

65. What is the minimum voting age in the United States?

66. Who signs bills into laws?

67. What is the highest court in the United States?

68. Who was President during the Civil War?

69. What did the Emancipation Proclamation do?

70. What special group advises the President?

71. Which President is called the "Father of our country"?

72. What Immigration and Naturalization form is used to apply to become a naturalized citizen?

73. Who helped the Pilgrims in America?

74. What is the name of the ship that brought the Pilgrims to America?

75. What were the 13 original states of the U.S. called?

76. Name 3 rights or freedoms guaranteed by the Bill of Rights.

77. Who has the power to declare war?

78. What kind of government does the United States have?

79. Which President freed the slaves?

80. In what year was the Constitution written?

81. What are the first 10 amendments to the Constitution called?

82. Name one purpose of the United Nations.

83. Where does Congress meet?

84. Whose rights are guaranteed by the Constitution and the Bill of Rights?

85. What is the introduction to the Constitution called?

86. Name one benefit of being a citizen of the United States.

87. What is the most important right granted to U.S. citizens.

88. What is the United States Capitol?

89. What is the White House?

90. Where is the White House located?

91. What is the name of the President's official home?

92. Name one right guaranteed by the first amendment.

93. Who is the Commander in Chief of the U.S. military?

94. Which President was the first Commander in Chief of the U.S. military?

95. In what month do we vote for the President?

96. In what month is the new President inaugurated?

97. How many times may a Senator be re-elected?

98. How many times may a Congressman be re-elected?

99. What are the 2 major political parties in the U.S. today?

100. How many states are there in the United States?

ENGLISH LITERACY EXAMINATION AT TIME OF INTERVIEW FOR ADJUSTMENT OF STATUS FROM TEMPORARY TO PERMANENT RESIDENT - READING AND WRITING SAMPLES

1. The American flag is red, white, and blue.
2. The United States has fifty (50) states.
3. George Bush is the President of the United States.
4. There are two (2) Senators from each state.
5. The Congress makes the laws in the United States.
6. I live in (State in which applicant resides).
7. The Congress meets in the Capitol.
8. The President works in Washington, D.C.
9. George Washington was the first President.
10. We are all equal (free) in America.
11. July 4 is Independence Day.
12. You must be a United States citizen to vote.
13. The American flag has (50) stars.
14. Washington, D.C. is the capital of the United States.
15. I live in the United States of America.
16. The President lives in the White House.
17. The American flag has thirteen (13) stripes.
18. The Vice President works in Washington, D.C.
19. We have freedom of speech if the United States.
20. The Congress has two (2) houses.

ESP

GENERAL CONTENT AREA

analyzing tasks

STUDENT'S OBJECTIVE	LANGUAGE SKILL AREAS	LANGUAGE SOURCE	ESSENTIAL VOCABULARY	TASKS ASSIGNED

Dennis Terdy
Illinois ESL Adult Education Service Center

CONTENT AREA INSTRUCTION FOR LIMITED ENGLISH PROFICIENT STUDENTS

Judy Kwiat
Illinois Resource Center

Mainstream content classes are the most difficult school subjects for limited English proficient (LEP) students. One of the reasons for this is related to the language acquisition process itself. Children require a great deal of exposure to the second language before they can acquire the academic language skills needed to succeed in mainstream content classes (Hakuta, 1986). Cummins (1980), who first formalized this concept, describes two types of language proficiency: a context-rich, face-to-face, interpersonal communicative proficiency and formal academic language proficiency in classroom situations. Fillmore (1982) concurs with Cummins on the existence of two types of language proficiency. She found that one set of language skills is used to survive socially in the classroom while another set of skills is needed if the student is to perform successfully in the content areas (see quadrants A and C in Figure 1.). These two types of language proficiency may exist independently of one another, and may take different amounts of time to develop fully. Cummins, for example, found that a one to three year time span is required to develop the kind of language proficiency which enables children to play, make friends, express needs, complain and, in short, survive in the new second language environment. Cummins has suggested that a five to seven year time span is the amount of time needed to develop the kind of language proficiency needed to read and comprehend a text written in the second language or to understand a lecture that is devoid of any extra-linguistic cues. Similar research (Fillmore, 1982) supports Cummins' conclusions regarding these time spans. Fillmore found that up to 25% of LEP children acquire very little English after three years of exposure to the language. Thus, one of the reasons that mainstream content classes are difficult for LEP students is that the language skills that are necessary for successful communication in those classes are slow to develop.

Figure 1

	COGNITIVELY UNDEMANDING (EASY) CONCEPTS	COGNITIVELY DEMANDING (HARD) CONCEPTS	
RICH CONTEXT WITH MANY EXTRA LINGUISTIC CUES WHICH HELP TO NEGOTIATE MEANING	**A. ORAL SKILLS:** • Following Total Physical Response Commands • Talking about familiar pictures and situations • Casual conversations and play with peers • Participating in music, art, home economics, shop, physical education and similar classes • Figuring out how to do something through simple demonstrations and/or with examples	**C. ORAL SKILLS:** • Understanding a lecture on a familiar topic • Telling a peer how to do a simple familiar, activity **LITERACY RELATED SKILLS:** • Computing simple story problems • Reading simplified texts • Using study guides to study main ideas, supporting concepts and key vocabulary items	REDUCED CONTEXT WITH FEW CUES WHICH HELP TO NEGOTIATE MEANING
	B. ORAL AND RELATED LITERACY SKILLS: • Doing science experiments • Making maps, graphs, charts and other simple graphic representations • Following illustrated recipes and instructions • Dictating Language Experience stories about familiar experiences • Discussing picture captions from textbooks • Understanding an explanation with AV aides • Completing task cards and contracts in small groups	**D. ORAL SKILLS:** • Understanding a lecture on a new and difficult concept • Giving an oral report on a new or difficult subject **LITERACY RELATED SKILLS:** • Taking commercially developed achievement tests • Reading silently on grade level in social studies and science texts • Reading silently short stories and novels • Writing essays, reports and short stories • Outlining and note-taking from a lecture or from reading silently	

Adapted from Cummins (1980), Chamot and O'Malley (1986), and Fathman (1986).

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other reason that content classes are so hard for LEP students relates to the curriculum itself. The overall curriculum from kindergarten through third grade is a learning-to-read situation; very little attention is directed to actual content areas such as science or social studies. The science curriculum often does not go beyond the potted plants on the window sill or a caged gerbil. From fourth grade on, however, the situation changes dramatically; students are now asked to read to learn. The concrete context-rich environment of the classroom suddenly changes to an abstract environment which provides students with few contextual clues; students are asked to read about new abstract concepts that contain technical vocabulary and complex sentence structures. Students are also involved in numerous content activities which require specialized language skills (See Table 1).

TABLE 1

LANGUAGE SKILLS REQUIRED BY CONTENT AREA[1]

	GRADES K-3	GRADES 4-6	GRADES 7-12
ORAL SKILLS:			
• Understanding explanations and calculations with actual objects	yes	yes	yes
• Understanding calculations and explanations without concrete referents	no	somewhat	yes
• Following oral directions for exercises, worksheets and experiments	somewhat	somewhat	yes
• Working with peers in a cooperative group	somewhat	yes	yes
• Selective listening for specific information	no	somewhat	yes
• Answering questions	yes	yes	yes
• Requesting help	yes	yes	yes
• Active listening and participation in whole class discussion	yes	yes	yes
• Summarizing an explanation	no	somewhat	yes
LITERACY SKILLS:			
• Reading textbooks silently for comprehension	no	somewhat	yes
• Following written directions for exercises, worksheets and experiments	no	somewhat	yes
• Reading and retrieving information from graphs, charts and tables	no	somewhat	yes
• Locating information in resource materials	no	somewhat	yes
• Writing answers to questions	no	somewhat	yes
• Summarizing a lecture/explanation	no	somewhat	yes
• Taking notes and outlining	no	somewhat	yes
• Writing descriptions of experiences, experiments and reports	no	somewhat	yes
COGNITIVE SKILLS[2]:			
• Problem identification	no	somewhat	yes
• Problem solving (process) strategy selection	no	somewhat	yes
• Organizing steps in problem solving	no	somewhat	yes
• Integrating prior knowledge with new concepts	no	somewhat	yes
• Self-monitoring progress	no	somewhat	yes
• Evaluating problem solving strategies and process	no	somewhat	yes
• Revising and adapting strategies and process	no	somewhat	yes

[1]Adapted from Chamot and O'Malley (1986)
[2]These skills should be emphasized at all grade levels. The level of emphasis indicated on the chart, however, reflects the emphasis placed on the skill by most curricula.

What then is needed if LEP students are to acquire English and to develop content area knowledge at the same time? Let us imagine that you are off to Greece to study law at a Greek university, and you don't have enough time to first learn Greek and then proceed to law school; you want to learn Greek and law at the same time. As you can well imagine, that would be a very difficult task for a person who does not speak Greek. This situation (for an adult) is very similar to the situation that many LEP students face in their content area classes. What would be the most effective way of learning the new language and the content area at the same time? Let us return to our example of the law student in Greece. Initially, the program would consist of two components. For a small portion of the day, you would learn about law concepts and how the Greek and American systems are similar or different; the teacher would teach in English but would give you Greek equivalents and cognates for words. During most of the day, however, the classes would be in Greek, and small groups of students would have a bilingual Greek/English tutor. You would take field trips to court sessions, interview lawyers, write short language experience stories in Greek, read simplified Greek texts, role-play trials, and, in short, get involved with various aspects of the Greek language, Greek customs and Greek law. When you need help with decoding Greek words, spelling or grammatical points, someone — either a tutor or the teacher — would be there to answer your questions. Eventually, the entire program would be in Greek. Most people feel that they would need at least five years of instruction in this kind of a program before they would be able to read a Greek law text silently for information.

This little imaginary exercise was designed to underscore the difficulties of content area instruction for students learning English as a second language (ESL) and to help us think about an appropriate program model for teaching the content areas in English. It is obvious that at first LEP students need extensive help in learning content area concepts through their native language. If it is at all possible, some content area instruction must take place in the student's native language. At the same time, (or sometimes, in the absence of native language mediation), the student needs to develop the English language skills that will make it easier for him to acquire content area knowledge through that medium. For that purpose, an all-English curriculum which is designed specifically for students with a limited proficiency in English is necessary. One such curriculum has been proposed by Chamot and O'Malley (1986), called *A Cognitive Academic Language Learning Approach: An ESL Content-Based Curriculum* (CALLA). The strength of this curriculum is the equal emphasis placed on three integrated components of the program: the development of oral language and literacy skills in English, conceptual development in science, math and social studies, and the development of successful learning strategies for problem solving and completion of content tasks and activities. (See Table 2 for a listing of these strategies.)

Table 2

THINKING STRATEGIES[1]

Metacognitive Strategies

Advance organization - previewing main ideas and concepts of material to be studied

Advance preparation - rehearsing language before using it

Organizational planning - planning sequence and main ideas

Selective attention - paying attention to specific language for a purpose

Self-monitoring - self checking of knowledge of language and information

Self-evaluation - self evaluation of completed activity

Self-management - organizing optimum learning environment for oneself

Cognitive Strategies

Resourcing - using reference materials

Grouping - classifying information by specific characteristics

Note taking - summarizing information in abbreviated form

Summarizing - produce information to include only the most important parts

Deduction - using rules to solve problems

Imagery - using images to enhance understanding, language performance and ability to solve problems

Auditory representation - mental repetition to enhance understanding and recall

Elaboration - integrating previously learned knowledge with new information

Transfer - using previously learned knowledge to facilitate a new learning task

Inferencing - using textual information to guess meanings, predict outcomes, or complete missing parts

Social and Affective Strategies

Questioning for clarification - getting someone to clarify information

Cooperation - working together with others to accomplish something

Self-talk - giving oneself a pep-talk to enhance self image

[1]Adapted from Chamot and O'Malley (1986)

a notion of integrating language development and content area instruction is not a new one. The extremely successful Canadian French/English immersion programs are in part based on this principal. Monolingual English-speaking students attend specially planned classes in all content areas which are conducted initially, only in French; English instruction is gradually phased in over several years. Students in these programs attain high levels of proficiency in both languages, and at the same time they acquire knowledge in the content areas. Krashen (1982) has repeatedly underscored the strong relationship between using a second language for a specific purpose, such as conducting a science experiment, and the rapid and efficient acquisition of that language. He proposes that when the learner is focusing on the content of the message (meaning) language is internalized at a deeper level and more efficiently than if the learner's focus was simply on the form of communication (language).

It would appear then that the evidence supporting language development through the content areas is extensive and convincing. Just exactly how that language is developed and how the concepts are developed varies. Some instructional methods, however, have proven themselves to be more effective than others: peer and cross-age tutoring, cooperative and small group instruction, learning centers using task cards, study guides and contracts, language experience activities, use of audio-visual aides, role playing, and experiments, games and other concrete "hands-on" techniques are among the ethods that seem to work better with limited English pro-ient students.

Once students have developed a preliminary level of proficiency in English, their gradual transition into mainstream classes where an all-English curriculum is used has to begin. In order for that transition to be successful, it has to be done gradually and the students should be taken through a hierarchy of activities (see Figure 1). Students should start with activities and tasks that are completed in a context-embedded environment and then gradually proceed to activities and tasks that are completed in a context-reduced environment. This gradual process may take as long as five years or it may take only six months, depending on individual learner characteristics such as motivation, first language proficiency and level of conceptual development in the first language.

In summary, then, developing language and thinking skills through the content areas is not only feasible but preferable. Students should be helped to transfer into English the concepts they have already developed in their first language; they should receive instruction in English that would meet the specific needs that arise in an academic setting (both oral language and literacy skills); they need to complete their conceptual development in the content areas; they need to develop personal learning strategies that can be used for solving problems and completing classroom activities.

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CONTENT FOCUSSED ORAL LANGUAGE DEVELOPMENT

LISTENING ACTIVITIES TO PRACTICE NEW MATERIAL

Thumbs-up - Thumbs-down - In this whole class listening comprehension activity, the teacher asks yes/no questions after presenting new material. Students listen to each question and individually signal thumbs-up for "yes" and thumbs-down for "no."

Sample questions for Legislative Branch:

1. Are there 2 Senators from each state?
2. Are there 435 Representatives in the House?
3. Are there 90 Senators in the Senate?

Pick a Number - Appropriate for the literacy level, this listening comprehension activity has the teacher making statements that have numbers. Students listen for and circle the correct number.

Sample Statements:

1. A Senator must be at least 30 years old.
2. A Representative must be at least 25 years old.
3. A Senator must have been a citizen for 9 years.
4. A Representative must have been a citizen for 7 years.

Corresponding Student Worksheet:

1)	13	30	33
2)	25	35	45
3)	9	19	3
4)	6	17	7

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LISTENING-SPEAKING ACTIVITIES (Continued)

Find Someone Who - Students practice formation of Yes/No questions and review content in this whole class interaction activity. Students first make questions out of the statements and then ask classmates these questions. When a classmate answer "yes," they have the person sign the line next to the appropriate statement. The first person to get a different signature on each line wins. Then, as a re-cap for the class the winning student reviews the exercise by saying: "Maria knows the number of Representatives in the House." Maria must then give the answer - "435." (See handout p.9)

Information Gap - A pairwork activity in which which partner has the same map, chart or grid with different information deleted. Partners must ask which other the appropriate questions in order to complete their sheets. Students never see their partner's sheet so they can communicate orally. (See handout p.10)

Small group discussions - Students are able to apply their knowledge of content to problem - solving exercises. They practice language functions of agreeing, disagreeing, debating, etc. as groups work toward consensus. (See handout p.11)

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F I N D S O M E O N E W H O . . .

1. Knows the capital of the United States _____

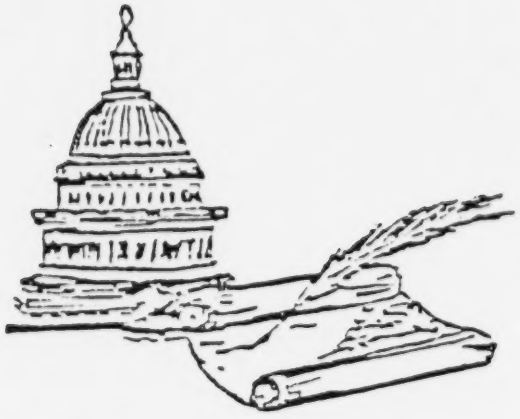
2. Can name the 2 senators from Minnesota _____

3. Knows the name of his/her representative in Congress _____

4. Can name the 2 houses of Congress _____

5. Knows the building where Congress meets _____

6. Knows the number of U.S. Representatives from Minnesota _____



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INFORMATION GAP

WHAT DO YOU KNOW ABOUT CONGRESS?

A

	SENATOR	REPRESENTATIVE
How many ...?		435
How long ...serve?		2 years
How many terms?	no limit	
How old...?		25
How many years ... citizen?	9	

B

	SENATOR	REPRESENTATIVE
How many ...?	100	
How long ... serve?	6 years	
How many terms ... ?		no limit
How old... ?	30	
How many years ... citizen?		7

Adapted from Content ESL for Amnesty, ESL Institute.

SMALL GROUP DISCUSSION PROBLEMS

Read the short description of these candidates for office. Write "yes" or "no" to show if they qualify for the office.

	Senator	Representative
Donald Harms, 24. Born in Georgia. Lawyer	_____	_____
Sandra Sosman, 32. Born in Idaho.	_____	_____
Bradley Parker, 79. Retired. Citizen of Great Britain.	_____	_____
Jan Pilsudski, 29. Born in Poland. Citizen of the U.S. since 1979.	_____	_____
Juan Gomez, 30. Citizen of U.S. since 1981. Born in Guatemala.	_____	_____

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Format of activity adapted from Center for Applied Linguistics Government Text, Lesson 20.

24

A simple conversation game, this activity reviews content and provides practice for Yes/No questions. It may also be used as a conversation starter or preview activity among more advanced students.

Put the names of famous historical or government figures on gummed labels. Stick a label on the back of each participant without allowing the label's wearer to see his/her own label. Students must then ask each other Yes/No questions to find out their own new identity. (Example: "Am I a President?) The first student to find out who(s)he is, wins a prize!

Here are some to start with:

1. Ronald Reagan
2. George Bush
3. Dan Quayle
4. The governor of your state
5. The mayor of your city
6. Senator Alan Dixon
7. Senator Paul Simon
8. George Washington
9. Abraham Lincoln
10. Betsy Ross
11. James Madison
12. Sandra Day O'Connor
13. John F. Kennedy
14. Martin Luther King
15. Christopher Columbus
16. Thomas Jefferson
17. Ulysses S. Grant
18. Robert E. Lee
19. Jefferson Davis
20. Teddy Roosevelt
21. Richard Nixon
22. King George III
23. Harold Washington
24. Benjamin Franklin
25. John Adams

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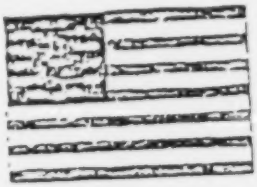
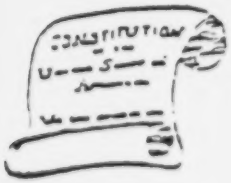
For low-level students: You may want to limit the number of names

MATCH-UPS

Directions to the teacher: For a large group activity, cut out the number of sentences needed for 2 students per sentence. Divide each sentence in half as indicated. Put all the slips of sentences halves in a box and let students pick 1 at random. Students then find their partners for a correct syntactic and semantic match-up.

George Bush is	the 41st President of the U.S.
435	is the number of members in the House.
Dan Quayle	is the Vice-President of the U.S.
The executive branch	enforces the laws.
The legislative branch	makes the laws.
The judicial branch	interprets he laws.
Senators	have a 6 year term of office.
Representatives	have a 2 year term of office.
100	is the number of of Senators in the Senate.
9	is the number of justicies on the Supreme Court.
Paul Simon	is a Senator from Illinois.
William Rehnquist	is the Chief Justice of the Supreme Court.
The major political parties	are Democratic and Republican.
A census	determines the number of Representatives.
Ronald Reagan was	the 40th President of the U.S.

B I N G O

shington, D.C.				
				
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			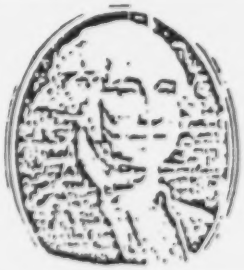	
				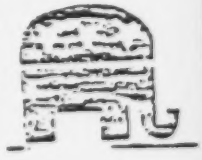

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Developed by Carolyn Bohlman & Catherine Porter
Illinois ESL Adult Education Service Center

CONTENT READING: THE ROLE OF PREVIEW

INTEGRATING CONTENT AREA READING INTO ESL

4 STEP L2 PREVIEW

1. Write down a single word having some significant relationship to the chapter studied. Have students tell all they know about the word. Any comment from the student is accepted

2. Identify and ask 3-4 "persona; questions" for students to discuss prior to reading. These questions will indirectly introduce concepts presented in the chapter.

3. After the "personal questions" discussion, identify one focusing question to assist the students during their initial reading.

4. Assist students with the Survey Technique (Aukerman, 1972) analyzing subtitles, Introductions, Conclusions, and visuals (including graphs and charts).

Dennis Terdy
Illinois ESL Adult Education Service Center
March, 1986

INTEGRATING CONTENT AREA READING INTO ESL: AN L2 PREVIEW APPROACH

Dennis Terdy
ESL/Adult Education
Northwest Educational Cooperative

As content area instruction gains prominence in grades 3-4, the role of the textbook becomes crucial. Concurrently, reading demands at this time change from a previous focus of "learning to read" to a more difficult content-centered approach of "reading to learn". This change of focus begins the long and difficult task of "learning the new". The complexity of content area concepts, combined with the cumulative demands of content area reading after grade 4, further increase the difficulties for the second language learner. Being able to comprehend oral speech, as well as to respond orally in class is no longer sufficient for successful classroom performance.

Generally, a content area sequence, especially at the junior and senior high school levels looks like this: 1) read the assigned chapter, 2) define the key vocabulary words (written or orally), 3) write the answers to questions at the end of the chapter, 4) perform lab or map work (often hands-on activities), 5) receive a test on the chapter. By following this traditional approach to content area reading, the second language learner's prior knowledge and personal experiences are almost never used to assist the learner in "learning the new" independent reading task.

Herber (1986) states the irony of this situation for textbook readers in general by noting, "A textbook is not really designed for independent reading...It is a tool for teaching vocabulary, facts, concepts, and values that are beyond the current knowledge and experience of the reader". Second language learners need guidance to prepare them for new concepts presented in a text and this independent textbook reading task.

Research in reading (Smith, 1971) has shown that prior experience is essential in understanding the printed text. Research also shows that the internal cognitive map of the reader determines and often facilitates the direction the reader takes in comprehending a reading passage (Carrell, 1985). Limited English proficient (LEP) students are seldom given strategies to apply their personal experiences and their individual schema to the reading task. Similarly, they are seldom given general strategies to assist them in performing the most essential textbook reading tasks. LEP students struggling with content area reading need strategies to survive independently beyond the specialized ESL and bilingual curriculum.

One of the reasons for the difficulty that LEP students have with reading in the content areas is that content area instruction is traditionally presented in a "cognitively demanding and context reduced" environment (Cummins, 1981); This means that the concepts involved are abstract and are presented through media that are not rich with meaning. Therefore, the much needed context for second language learners is usually missing in a content area reading task.

One way to minimize difficulties with content area textbook reading is to preview the content presented. This includes tying in personal experiences and tapping individual schema **before** reading the text (Chamot & O'Malley, 1986). Herber (1986) also suggests that previewing is effective for learning specific vocabulary and improving comprehension of related materials.

What can the Teacher do?

There are certain second language (L2) **preview** strategies that any teacher — English as a Second Language, bilingual, or mainstream classroom — working with LEP students can follow. To begin, the teacher must be clearly aware of the major concepts presented in the chapter to be discussed on a given day. This means that the teacher must identify the essential objectives of the chapter. This may seem obvious, yet too often content area teachers do not adequately focus on essential chapter concepts.

First, it is crucial for the teacher to uncover the student's prior knowledge of a topic before beginning a content area lesson. Similar to conducting a prewriting activity, the teacher asks students to identify everything they know about a topic by "brainstorming" on a key word or words in a chapter. For example, in a U.S. History lesson on *The Beginning of the Civil War* the words civil war can be used, and students would be asked to list all they know about those two words.

Once the students' background knowledge about "civil war" is brought out in this pre-reading brainstorming session, the teacher formulates questions that will help the student focus on the reading task itself. These questions must be "questions that teach" (Graves, 1983). That is, they must help focus the student on the content to be read, the concepts presented, as well as the student's own personal experiences related to the content. The following are examples of three "Personal Questions" for a U.S. History lesson on *The Beginninng of the Civil War:*

1. What are some states in the northern part of the U.S.?
2. What are some states in the southern part of the U.S.?
3. How do you think the states in the North and South are different?

Next, after general discussion of the three "Personal Questions", one additional question is necessary to bring the discussion into focus and to guide the student into reading the textbook material. The question should be directed to the major concept(s) presented in the particular lesson or chapter. For the previously mentioned *Civil War* lesson, this question might be: In this chapter, find the answer to the following question: Why did the North and South fight the Civil War?

Finally, students should be instructed in modified SURVEY techniques (Aukerman, 1972) so that they can use survey strategies before reading a textbook. These include: 1) analysis of subtitles within the text; 2) focus on the In-

troduction and summary of a chapter; 3) focus on and analysis of visuals presented within the text, including pictures and graphical presentations (note that graphical literacy is not automatically acquired and may have to be formally learned); and 4) review of the comprehension questions included in a chapter. These give the students additional information to help focus directly on the reading task.

In summary, teachers may follow four steps in order to ensure that LEP students have the opportunity to preview a chapter before beginning to read it:

1. Write down a single word having some significant relationship to the chapter studied. Have students tell all they know about the word. Any comment from the student is accepted.

2. Identify three or four "personal questions" for students to discuss prior to reading. These questions will indirectly introduce concepts presented in the chapter.

3. After the "personal questions" discussion, identify one focusing question to assist the students during their initial reading.

4. Assist students with the Survey Technique to enable them to analyze subtitles, introductions, conclusions, and visuals (including graphs and charts).

The acquisition of cognitive academic language proficiency, which is so crucial for reading in the content areas, is an extremely long and difficult task for LEP students. The cognitive and linguistic demands made on LEP students reading in their second language makes it necessary to prepare students prior to reading a text. Research shows that prior knowledge and experience are extremely helpful in increasing a reader's ability to comprehend the printed text. Pre-reading/preview activities are extremely useful for easing the LEP student into the complex, cumulative demands of content area reading and instruction. With the four-step L2 preview approach described above, reading a text in the content area becomes a secondary focus for the LEP student and ensures that students' prior experience is incorporated into the class and provides textbook reading strategies that help them **beyond** the specialized ESL/bilingual classroom.

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THE WAR OF INDEPENDENCE

PERSONAL SURVEY

Discuss these questions with your teacher and class.

1. What do you think independent means?
2. Why do people want to be independent?
3. Is independence important to you and your family? Why?
4. Is freedom important? How does a person feel if he or she is not free?

PRE-READING

There are many reasons why the War of Independence happened. You will read about the reasons and the important events in this lesson.

CONTENT VOCABULARY

These words are important in this lesson. What do you know about them?

War of Independence
George Washington
Boston Tea Party
Declaration of Independence

SURVEY

Read the subtitles and look at the pictures.

What were the major events of the War of Independence?

Look at the comprehension questions. Try to find the answers to these questions when you read the passage.

Content Area ESL: Social Studies. Linmore, 1986.

THE CIVIL WAR

PERSONAL SURVEY
Discuss these questions with your teacher and class.

1. A war between people in the same country is called a civil war. Why do you think people fight a civil war?
2. Why is civil war difficult for the people in the country?
3. Do you know about any civil wars?
4. Does anyone really win a civil war?

PRE-READING

The differences between the North and the South resulted in a war. This was called the Civil War. You will read about the Civil War in this lesson.

CONTENT VOCABULARY
These words are important in this lesson. What do you know about them?

the Union
the Confederacy
Abraham Lincoln
Jefferson Davis
Ulysses S. Grant

SURVEY

Read the subtitles and the words in bold print. Look at the pictures.

1. Who was the U.S. President during the Civil War?
2. Where was the Civil War?
3. Who won the Civil War?

Look at the comprehension questions. Try to find the answers to these questions when you read the passage.

GOOD TIMES AND BAD TIMES

PERSONAL SURVEY

Discuss these questions with your teacher and class.

1. Do you know anyone who does not have a job?
2. What problems does an unemployed person have?
3. How does an unemployed person get food? Clothing? A home? Money?

PRE-READING

After World War I, unemployment increased in the U.S. During the 1920's, the U.S. economy improved. People had jobs and they could buy many things. In the 1930's, the economy became bad. Many people lost their jobs. The Great Depression arrived. You will read about the "good times" and the "bad times" in this lesson.

CONTENT VOCABULARY

These words are important in this lesson. What do you know about them?

Eighteenth Amendment
Susan B. Anthony
Roaring Twenties
Crash of 1929
the Great Depression

SURVEY

Read the first paragraph, the subtitles, the words in bold print, and the summary. Look at the pictures.

1. When were the good times in the U.S.?
2. When were the bad times in the U.S.?

Look at the comprehension questions. Try to find the answers to these questions when you read the passage.

THE NEW DEAL

PERSONAL SURVEY

Discuss these questions with your teacher and class.

1. Do you know anyone who gets social security?
2. Do you know anyone who gets assistance from the government? What do they receive?
3. Do you know anyone who works in a government program? What do they do?

PRE-READING

In the 1930's, many Americans needed help. The economy was weak. More than 14 million people were unemployed. Thousands of people lost their homes. President Roosevelt tried to help Americans. He created the New Deal. You will read about the New Deal in this lesson.

CONTENT VOCABULARY

These words are important in this lesson. What do you know about them?

New Deal
Bank Holiday
Social Security Act

SURVEY

Read the first paragraph, the subtitles, the words in bold print, and the summary. Look at the pictures.

1. Who did the New Deal help?

Look at the comprehension questions. Try to find the answers to these questions when you read the passage.

CONTENT AREA ESL: SOCIAL STUDIES SYLLABUS

	LESSON	GRAMMAR FOCUS	WRITING FOCUS
UNIT ONE	1. Native Americans	Past tense, regular and irregular	Description
	2. Early Settlers	Past tense, positive and negative	Cause-Effect
	3. The War of Independence	Pronouns and their referents	Cause-Effect Chronology
	4. A Nation Begins	Connectors - "and", "but"	Description Chronology
UNIT TWO	5. Westward Expansion	Connectors - "however", "in fact", "therefore"	Description
	6. The North and the South	Comparative adjectives	Comparison/contrast
	7. The Civil War	Pronoun referents	Chronology Description
	8. The Reunited Country Grows	Past tense, positive and negative	Description Cause-Effect
UNIT THREE	9. Industrial Expansion	Time phrases - "in", "on", "for", "during" Superlative adjectives	Description Cause-Effect
	10. Early Immigration	Clause connectors - "that", "who", "which" in subject position	Cause-Effect
	11. World War I	Pronoun referents	Cause-Effect
	12. Good Times and Bad Times	Connectors - "because","because of"	Cause-Effect
UNIT FOUR	13. The New Deal	Clause connectors - "that", "who", "which" in object	Description
	14. World War II	Connectors - "before", "after", "during", "until", "while"	Cause-Effect
	15. The United Nations	Passive voice	Persuasion
UNIT FIVE	16. The Country Prospers	Review: Clause connectors	Description
	17. The Struggle for Civil Rights	Review: Connectors	Cause-Effect
	18. The U.S. Today		Persuasion

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RESPONDING TO STUDENT WRITING
from Ann Raimes
Techniques in Teaching Writing

1. When you pick up a student's piece of writing, don't immediately reach for a pen or pencil. Read the whole piece through first before you write anything. It is surprising how difficult it is for teachers to approach student writing unless they are armed with a pen.

2. Look for strengths as well as weaknesses, and let the student know what the strengths are.

3. If you use any editing symbols (sp., cap. etc: see page 152), make sure that the students are familiar with all of them and know what to do when they see one. Provide opportunities for the students to use the symbols, too.

4. Work out your own strategy for handling errors and explaining it to your students. Decide if you will correct errors or simply indicate where they occur, if you will deal only with all errors; decide what importance you attach to grammatical errors and, let your student know.

5. Remember that when you or any other reader responds to a student's piece of writing, you main job is not to pass judgement on its quality (unless you are an examiner and not a teacher), but to help the writer see what to do next. Ask yourself: What should the writer do know to improve this paper? What does this paper need most?

FACILITATING AND PERSONALIZING CONTENT WRITING

SOME TECHNIQUES FOR DEALING WITH ERRORS:

"Improving ESL Writing Skills"
March 23, 1984

1. Select an error that occurred in several students' writings, focus on it in class, do exercises on it. Then make students responsible for doing this correctly in their writing from that point on and mark the errors when/if they occur. Use errors to show you, the teacher, what to work on next in class.

2. Between drafts of a writing assignment, warn students about three (or two) points to treat with care, for example: (1) using past tense where needed; (2) indenting paragraphs; (3) using quotation marks where appropriate. Students must examine own papers for these and correct in next draft.

3. On one set of papers, correct only one or two types of errors (examples: capitals and spelling; tense and verb form; fragments and run-ons) and have students correct these errors in second (with subsequent) draft.

4. Make a checklist of points all students in class are responsible for, and then mark these errors only in compositions. Before turning in a piece of writing to the teacher, the author must show it to a classmate, who reads it with the checklist in mind.

5. Provide each student with his own checklist, an individual prescription for the errors he or she makes most frequently. The student is then reponsible for the errors in that checklist. Add to the list as needed.

6. When correcting a student's piece of writing, look for a place where the form is used correctly and comment on the correct use as well as the incorrect use.

7. In a short composition, mark one sentence (using a high-light pen for this works well) for the student to try writing in a different way. This could be an unclear sentence, an awkward sentence or an error-ridden sentence.

8. Use student sentence as in #7 for a small-group activity. Each group gets 2 or 3 sentences to rewrite and present to class.

Adena Staben, College of Lake County
ESL/Service Center
1984

* ESL COMPOSITION PROFILE

Content	Organization	Vocabulary	Mecanics (includes format spelling)	Language Use (includes grammar, sentence construction)

Source: Jacobs, H. Testing ESL Composition: A Practical Approach, Newbury House, 1982

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WRITING ACTIVITY.
Answer the questions with complete sentences.

1. Why did the Spanish come to North America?

_____

_____

2. Why did the French come to North America?

_____

_____

3. Why did the English come to North America?

_____

_____

Pretend it is 1615. You arrived in North America six months ago from either Spain, France, or England. You want to stay in North America. Write a letter to your family. Describe your life. Describe the people, opportunities, and daily activities. Explain why you want to stay.

May 21, 1615

Dear _____,

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

REVIEW EXERCISE.
Do you remember the meaning of the following words?
Colonies, Christopher Columbus, Jamestown, House of Burgesses, indentured servants, Pilgrims, Mayflower Compact

WRITING ACTIVITY

Pretend you are the explorer William Clark. Write a short letter to your family. Describe what you are seeing in the territory. The questions below can help you.

What does the land look like?
How are you traveling?
What kinds of animals do you see?
What do you eat?
Where do you sleep?
Do you see any other people?

May 18, 1805

Dear _____,

REVIEW EXERCISE.

Do you remember the meaning of the following words?

Louisiana Territory, Meriwether Lewis, William Clark, Sacagawea, Zebulon Pike, Florida Purchase

WRITING ACTIVITY.
Answer the questions with complete sentences.

1. What are some states in the North?

_____

2. Describe the weather, the economy, and the farms in the North.

_____

_____

3. What are some states in the South?

_____

4. Describe the weather, the economy, and the farms in the South.

_____

_____

Write one paragraph describing the North and another paragraph describing the South. Use your answers to the above questions. The title should be: The North and the South.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

REVIEW EXERCISE.
Do you remember the meaning of the following words?
Plantations, slaves, tariffs, Missouri Compromise, Compromise of 1850, Dred Scott Decision

WRITING ACTIVITY.
Pretend you are one of the following:
Mary Miller, a farmer's wife
Jim Smith, an 18 year old unemployed high school graduate
Bill Anderson, a 30 year old unemployed factory worker
Laura Jones, a 66 year old retired office worker.

Choose one of the New Deal programs which helped you. Write a paragraph about this program. Explain how it helped your life. The title of your paragraph should be: How the New Deal Helped Me.

Signature _____

REVIEW EXERCISE.
Do you remember the meaning of the following words?
Franklin Delano Roosevelt, Eleanor Roosevelt, New Deal, Social Security Act, income tax

"CONTENT-BASED ESL"

Literature From Workshop

CONTENT-BASED ESL: STARTING AT THE END

Harrisburg, Pennsylvania

September, 1989

agenda

I. Workshop Overview

II. Permanent Residence---Citizenship Requirements

III. Content ESL: Starting at the End

-Activity

IV. Content Focussed Oral Language Development

-Activity

V. Content Reading: The Role of Preview

-Activity

VI. Facilitating and Personalizing Content Writing

-Activity

VII. Workshop Conclusion

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Providing Services to People of Other Cultures: A Workshop On Cross-Cultural Differences

March 1990

Presented by
Immigration and Refugee Services
Catholic Charities
Diocese of Harrisburg

Cross-Cultural Workshop Manual

Prepared by Glenda Reece

ESL Training Services, 212 West Brook Drive, Raleigh, NC 27615, (919) 847-3663

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It's Hard To Make Friends in America!

by Glenda Reece

A new country, a new apartment, a new language, a new school... everything was NEW! But the biggest worry was the prospect of making new friends. What if they laughed at the new person who spoke little or no English?

English lacks precise words to define the myriad types of friendship patterns found in our American culture. *Friend* is a word that is applied to a passing acquaintance equally as often as it is applied to a dear lifetime friendship. It is difficult to define friendship without specialized words, but for the International, it is a necessity.

In the USA, the company of a friend centers around an activity. Realizing that Americans are essentially *doers*, our friends are categorized as *work friends, church friends, sports friends (my baseball buddy), neighborhood friends* and others that are met at specific times and places. If an American needs help with a specific problem, he is likely to go to a professional for help rather than impose on or expose his problem to a friend.

Small talk is used by Americans to keep up the facade of easy friendship, but it seldom if ever goes any deeper than an exchange of sentences about the weather, the length of the grocery store line, or the hello in passing. Because Americans do not allow silence in their culture, conversation time must be filled up with the easy smile and the quick word. Americans are reluctant to become deeply involved with other people, unlike some other cultures that promise a deep and constant companionship. Ralph Waldo Emerson said that Americans are lucky to form one true friendship in their entire lifetime. Yet our children seek from one another a type of full friendship that is found only infrequently in our culture. They are often hurt and disillusioned when the casual friendship is betrayed or simply does not mature. The International child shares this deep need to make a friend. Yet he faces barriers of language and culture that can be overcome only with specific help.

It is important to accept the psychological need of all human beings to share companionship. This need is so profound that isolation or separation in solitary confinement is used as a punishment in all cultures of the world.

Many cultures around the world are categorized as Field Sensitive because the culture centers not on the single individual, but on the group as a unit. The field sensitive child is taught to put others first, to be non-competitive, to work with others for the good of the group. The Japanese math students in the elementary grades who work the difficult algebra problems in their classroom groups teach one another and help one another learn The same type of group work in the American classroom is classified as "cheating" and is punished. However, the system does work because the Japanese child is two to three years ahead of his American counterpart in math and science. Field sensitive cultures have rules that fit the lifestyle of their nation. Even the language and proverbs reveal the culture. A Japanese proverb, the nail that stands up gets hit on the head, tells the children to conform, to help one another, and to work together for the good of the group

The Field Independent culture, such as the American Culture, tells us that the individual is of the greatest importance. He is measured by his own accomplishments, not by that of the group. He is to "stand on his own two feet." This independence is truly found in the friendship patterns. Each friend is found within the job or activity, not in the single group. Americans set up the classrooms in the upper grades to foster independence. The students change classes, classmates, and teachers every hour. Other cultures set up a class with the students of about the same abilities and they stay together

as a group until graduation. The sit in the same classroom and the teacher moves from class to class. They find it less confusing and more cohesive. The students are not confronted with strangers every hour, but are given the time and the opportunity to develop deep relationships. A child from a field sensitive culture finds the field independent culture of the American classroom lonely and scary.

The building of a friendship encounters successive levels, however, do not think of the levels as rigid, but as fluid because many things can change in the development of a relationship.

ACCEPTANCE

SELF DISCLOSURE

TRUST

NEED
SATISFACTION

People need and reach for one another. As they reach out, people reveal their needs and interests, as the needs become satisfied, people begin the first steps toward trust. Unless both individuals can trust and be trusted, not much can happen interpersonally. Trust grows as people reciprocate. What builds trust is culturally defined. In the USA, if someone fails to speak to a known acquaintance, trust is undermined. Hence, our small talk is primarily American. In other places, eyes are kept averted and silence shows respect. Speaking is considered "taking back."

The next step in the developing relationships involves self-disclosure. It is always risky to disclose, and it takes place to the degree that prior trust has been established. Disclosure is like a two-edged sword. Rejection and hurt coexist with acceptance and growth. At this point, three things can ruin the friendship:

Lack of acceptance of another's disclosure
Refusal to reciprocate and disclose ourselves
To "overdisclose" far beyond the level of trust that has been established.

Acceptance is needed following self-disclosure. As a person gains new self-awareness by his self-disclosure, he can react with either self-acceptance or self-rejection. The easiest path is self-rejection and is a way of absolving the self of responsibility. Truly self-accepting persons find it easy to accept others. Acceptance reproduces acceptance and rejection reproduces rejection. From self-acceptance we grow as human beings.

All peoples of the world must learn to accept one another. There is no need to subtract from the culture of the newcomer. However, it is terribly important to help the LEP person become bicultural and to move from one world into another. The key to understanding any culture is to learn the language of that culture.

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Small Talk

By Glenda Reece

Small Talk is important to the International in America. It is the first step in meeting and greeting people in this country, and as such it serves a definite function in the American culture. Small talk satisfies the cultural norms and mores of our country. It also satisfies a social need and serves as a platform for possible further interaction.

Small Talk has certain rules that must be met. It is generally a two or three line exchange between strangers. It is never to get into serous topics. It is to avoid silence or to make the ensuing silence comfortable. The individuals know whether or not to initiate small talk by the context of the situation and the body language of the other person. Signals are sent out by body language or facial expressions that invite or discourage small talk.

Successful small talk with strangers include the proper physical distance between the parties. Each culture requires space, however some cultures require more space than others. The talk must be oriented to the situation. and must be relevant to the person addressed. The initiation of the sentences must be brief, and the response is also expected to be short. The speakers avoid topics that include humor, sarcasm, commands and controversial subjects.

Small talk in America is highly ritualized. The International probably does not understand the American avoidance of silence and has no understanding of the role of small talk. It is important that the International be taught several exchanges so they can begin the entry into American society. Small talk can make a tense situation become a comfortable exchange.

The International often feels Americans are shallow and unfriendly because they engage in small talk without discussing "important" topics. When the International participates in the culturally accepted methods of meeting, speaking and parting, they begin to feel a little more social and socially acceptable.

Football game: Person #1: You see everything at a football game!

Person #2: Yes. Look at that funny shirt.

Person #1: That's really interesting, isn't it?

Weather: Person #1: Chilly today.

Person #2: Will it snow tonight?

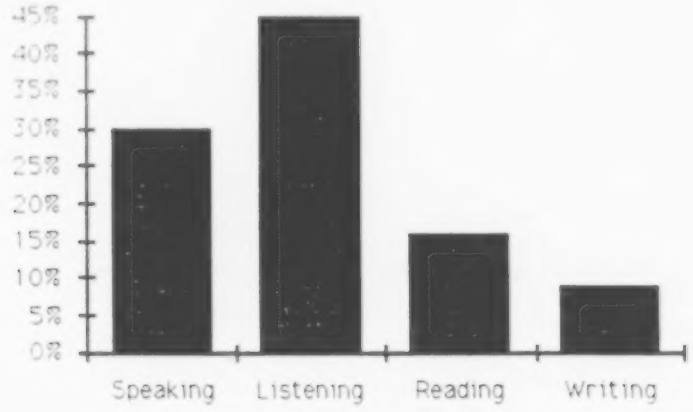
Person #1: Probably not.

Write two small talk exchanges. Be sure that they do not go over four lines. You can choose conversation while waiting in line at the grocery store,, what to say at church, while watching children play on a playground, or in a restaurant.

Listening

Listening is one of the most neglected skills, yet it is of primary importance. Few ESL classes have the time to teach and reinforce listening skills, but many listening textbooks are appearing on the market. Little research has been done in the area of listening for either native speakers or for second language learners. However some statistics are known and a great many more will appear in the coming years.

The average time spent communicating has been broken down into the following statistics: speaking, 30%; listening, 45%; reading, 16%; and writing, 9%



Mrs. Dorothy Sarnoff founded a company called Speech Dynamics. she is the consultant called in by politicians and world leaders for help in the speech making and image business. For six hours of intensive therapy and a $3,500.00 fee, Ms. Sarnoff advises Presidents, Senators, and Prime Ministers. Consider the following Sarnoff statistic: "the success of a public utterance depends 50 percent on how you say it , 42 percent on your appearance and a scant eight percent on its contents. ESL students often "read" the speaker and respond correctly even though they don't understand the language.

Listening is affected by many factors. One of those is the concept of "script." Each of us has programmed within our brain meal, school, dentist, film, family, job, money and leisure time scripts that help us either understand or totally misunderstand an utterance. For example, the Laotian father 's dental pain script that dictates an aching tooth be pulled out differs greatly from the ESL American teacher's script that dictates a call to the dentist, a filling or root canal, and a big bill to be paid. In the area of mental health especially, non-native speakers may lack culturally specific scripts. What the native speaker has heard is really a cue into the specific script and often the sentence is hardly heard at all. When the foreigner listens, if there is not a culturally similar script, he often totally misunderstands. Listening involves not only words, but also background knowledge or "scripts."

The non-native has trouble understanding what was said for many reasons. Outlined below are several of them:

1. Memory works with propositions, not with sentences. Students often focus on the words, not on the ideas they convey.
2. Clause is the basis of speech. The long sentence has many clauses and the student gets lost in them. The long utterance poses the same problem.
3. Ungrammatical forms are frequently a part of speaking even with the most educated persons.
4. Pausing and speech errors throw the international off the point of an utterance.
   A. Silences are not comfortable in English. Small talk and unimportant comments must be uttered.
   B. Natural pauses are filled with uh..., humm..., well..., uh oh! and must be taught to the student.
5. The normal rate of delivery seems too fast to the non-native:

A. Fast	220 wpm
B. Moderately fast	190-220 wpm
C. Average	160-220 wpm
D. Moderately slow	130-160 wpm
E. Slow	below 130 wpm

6. English is a stress-timed language because it has a major stressed syllable every 0.6 seconds. It takes the same amount of time to say: *The CAT is INTerested in proTECTing its KITTens.* and *LARGE CARS WASTE GAS.*
7. Information content is cooperative and interactive. If the non-native does not reply with, "Oh, I see." or another appropriate interjection, the interchange can abruptly end.

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Basic Needs of Persons

	Affirmation	Sense of accomplishment
	Self-worth	Feeling of being needed
	Security:	
	Emotional	
	Physical	
Do:		
	Be friendly and sincere	Be kind and courteous
	Be punctual	Be patient and resourceful
	Treat all persons alike	Be encouraging and hopeful
	Keep your promises	Address that person respectfully
Don't		
	Talk or depressing or depressing subjects	Play one-upmanship (For every trouble or story a person has, don't have a more spectacular one.
	Play favorites	Make promises that you can't keep
	Cause conflicts	Discuss your own personal problems
	Argue	Practice lay diagnosis

Carepooling

By Anonymous adapted by G. Reece

CAREPOOLING
A team spirit that delights
when no one cares
who gets credit for success
victory
accomplishment

CAREPOOLING
Thirstquenching
Hungersatisfying
Nakedclothing
Prisonervisiting
because we love
not
because we get credit...

CAREPOOLING
Participating and serving
in a community
campus
nation
whether anyone touts
our group
or not....

CAREPOOLING
remembering:
that each individual matters
regardless
of the sex or color

CAREPOOLING
Making teachers an
unselfish
compassionate
concerned
band of partners
in search of
ditchdwellers....

CAREPOOLING
To be a cooperative unit
not just say we are..
To listen and share
not just say we do..

CAREPOOLING
Treating Pennsylvania and vacinity
with care and involvement
Like a coach
not
like a referee...

CAREPOOLING....
Caring enough
to plan, study, prepare and
to give our very best....
together!!

How long does it take?

How long does it take for a non-native speaker to reach a good, strong intermediate level: "at which the learner is able to use the new language fluently in most situations but still makes a few errors and lack some vocabulary precision?"

For the native speaker of English learning a new language in the "easy" languages of French, Spanish or Swedish, an American with a high aptitude for language learning in an intensive 30 hour per week program., it takes approximately 24 weeks or 720 hours.

It takes 92 weeks or 2,760 hours to reach level 3 in the very difficult languages, such as Japanese, Chinese, or Arabic.

Moderately difficult languages, such as Russian and German fall in the middle.

High aptitude students in non-intensive programs of 150 hours per year a minimum of 5 to 18 years to reach level 3 in the very best of conditions. It takes longer in less than ideal conditions.

Intensive program: 24 Weeks, 720 hours
Easy: French, Spanish, Swedish.

Intensive program: 92 Weeks, 2,760 hours
Difficult: Japanese, Chinese, Arabic.

Moderate languages, such as Russian or German fall in between the two.

Non-intensive programs of 150 hours per year take 5 - 18 years to reach level 3.

American high school students who study Spanish for 4 years have no functional communication skills. The college graduate language majors are only p-2, p-2+.

Body Ritual Among the Nacirema

by Horace Miner

American Anthropologist, Volume 58, June 1956

The anthropologist has become so familiar with the diversity of ways in which different peoples behave in similar situations that he is not apt to be surprised by even the most exotic customs. In fact, if all the logically possible combinations of behavior have not been found somewhere in the world, he is apt to suspect that they must be present in some yet undescribed tribe. This point has in fact been expressed by Murdock (1949,71). In this light, the magical beliefs and practices of the Nacirema present such unusual aspects that it seems desirable to describe them as an example of the extremes to which human behavior can go.

Nacirema culture is characterized by a highly developed market economy which has evolved in a rich natural habitat. While much of the peoples' time is devoted to economic pursuits, a large part of the fruits of these labors and a considerable portion of the day is spent in the ritual activity. The focus of this activity is the human body, the appearance and health of which loom as a dominant concern on the ethos of the people. While such a concern is certainly not unusual, its ceremonial aspects and associated philosophy are unique.

The fundamental belief, underlying the whole system, appears to be that the human body is ugly and that its natural tendency is to debility and disease. Incarcerated in such a body, man's only hope is to avert these characteristics through the use of the powerful influences of ritual and ceremony. Every household has one or more shrines devoted to this purpose. The more powerful individuals in the society have several shrines in their shrine walls.

While each family has at least one such shrine, the ritual associated with it are not family ceremonies but are private and secret. The rites are normally only discussed with children and then only during the period when they are being initiated into these mysteries. I was able, however, to establish sufficient rapport with the natives to examine these shrines and to have the rituals described to me.

The focal point of the shrine is a box or chest which is built into the wall. In this chest are kept the many charms and magical potions without which no native believes he could live. These preparations are secured from a variety of special practitioners. the most powerful of these are the medicine men whose assistance must be rewarded with substantial gifts. However, the medicine men do not provide the curative potions for their clients, but decide what the ingredients should be and then write them down in an ancient and secret language. This writing is understood only by the medicine men and by the herbalists who, for another gift, provide the required charm.

The charm is not disposed of after it has served its purpose but is placed in the charm box of the household shrine. As these magical materials are specific for certain ills, and the real or imagined maladies of the people are many, the charm box is usually full to overflowing.

The magical packets are so numerous that people forget what their purposes are and fear to use them again. While the natives are very vague on this point, we can only

assume that the idea of retaining all the old materials is that their presence in the charm box, before which the rituals are conducted will in some way protect the worshipper.

Beneath the charm box is a small font. Each day every member of the family in succession enters the shrine room, bows his head before the shrine box, mingles different sorts of holy water in the font, and proceeds with a brief absolution. The holy waters are secured from the Water Temple of the community, where the priest conducts elaborate ceremonies to make the liquid ritually pure.

In the hierarchy of magical practitioners, and below the medicine men in prestige are specialists whose designation is best translated "Holy Mouth Men." The Nacirema have an almost pathological horror of a fascination with the mouth, the condition of which is believed to have a supernatural influence on all social relationships. Were it not for the rituals of the mouth, they believe that their teeth would fall out, their gums bleed, their jaws shrink, their friends desert them and their lovers reject them. They also believe that a strong relationship exists between oral and moral characteristics. For example, there is a ritual absolution of the mouth for children which is supposed to improve their moral fiber.

The daily body ritual performed by everyone included a mouth-rite. Despite the fact that these people are so punctilious about care of the mouth, the rite involves a practice which strikes the uninitiated stranger as revolting. It was reported to me that the ritual consists of inserting a small bundle of hog hairs into the mouth, along with certain magical powders and then moving the bundle in a highly formalized series of gestures.

In addition to the private mouth-rite, the people seek a Holy Mouth Man once or twice a year. The practitioners have an impressive set of paraphernalia, consisting of a variety of augers, awls, probes, and prods. The use of these objects in the exorcism of the evils of the mouth involves almost unbelievable ritual tolerance of the client. The holy man opens the client's mouth and, using the above mentioned tools enlarges any holes which decay may have created in the teeth. Magical materials are put into these holes. If there are not naturally occurring holes in the teeth, large sections of one or more teeth are gouged out so that the supernatural substances can be applied. In the client's view, the purpose of these ministrations is to arrest decay and to draw friends. The extremely sacred and traditional character of the rite is evident in the fact that the natives return to the Holy Mouth Man year after year despite the fact that teeth continue to decay.

It is hoped that, when a thorough study of the Nacirema is made, there will be careful inquiry into the personality structure of these people. One has but to watch the gleam in the eye of a Holy Mouth Man as he jabs an awl into an exposed nerve, to suspect that a certain amount of sadism is involved. If this can be established a large interesting pattern emerges for most of the population.

Professor Linton referred to a distinctive part of the daily body ritual which is performed only by men. This part of the rite involves scraping or lacerating the surface of the face with a sharp instrument. Special women's rites are performed only four times during each lunar month, but what they lack in frequency is made up in barbarity. As part of this ceremony, women bake their heads in small ovens for about an hour. The theoretically interesting point is that what seems to be a preponderantly masochistic people have developed sadistic specialities.

The medicine men have an imposing temple, or "latipsoh," in every community of any size. The more elaborate ceremonies required to treat the very sick can only be performed at this temple. These ceremonies involve not only the "noegrus" but a

permanent group of vestal maidens who move sedately about the temple chambers in a distinctive costume and headdress.

The "latipsoh" ceremonies are so harsh that it is phenomenal that a fair proportion of the really sick natives who enter the temple ever recover. Small children whose indoctrination is still incomplete have been known to resist attempts to take them to the temple because "that is where you go to die." Despite this fact, sick adults are not only willing but eager to undergo the protracted ritual purification, if they can afford to do so. Not matter how ill the supplicant or how grave the emergency, the guardians of many temples will not admit a client if he cannot give a rich gift to the custodian. Even after one has gained admission and survived the ceremonies, the guardians will not permit the neophyte to leave until he makes still another gift.

The supplicant entering the temple is first stripped of all his or her clothes. In everyday life the Nacirema avoids exposure of his body except in the secrecy of the household shrine, where they are ritualized as part of the body-rites. Psychological shock results from the fact that body secrecy is suddenly lost upon entry into the latipsoh. A man, whose own wife has never seen him in an excretory act, suddenly finds himself naked and assisted by a vestal maiden while he performs his natural functions in a sacred vessel. This sort of ceremonial treatment is necessitated by the fact that the excreta are used by a deviner to ascertain the course and nature of the client's sickness. Female clients, on the other hand, find their naked bodies are subjected to the scrutiny, manipulation and prodding of the medicine men.

Few supplicants in the temple are well enough to do anything but lie on their hard beds. The daily ceremonies, like the rites of the Holy Mouth Men, involve discomfort and torture. With ritual precision, the vestal s awaken their miserable charge each dawn and roll them about on their beds of pain while performing absolutions in the formal movements of which the maidens are highly trained. At other times they insert magic wands in the supplicant's mouth and force him to eat substances which are supposed to be healing. From time to time the medicine men come to their clients and jab magically treated needles into their flesh. The fact that these temple ceremonies may not cure, and may even kill the neophyte, in no way decreases the people's faith in the medicine men.

There remains one other kind of practitioner, known as a "listener." This witch doctor has the power to exorcise the devils that lodge in the heads of people who have been bewitched. The Nacirema believe that parents bewitch their own children. Mothers are particularly suspected of putting a curse on children while teaching them the secret body rituals The counter-magic of the "listener" is translating all his troubles and fears, beginning with the earliest difficulties he can remember. the memory displayed by the Nacirema in these exorcism sessions is truly remarkable. It is not uncommon for the patient to bemoan the rejection he felt upon being weaned as a babe, and a few individuals even see their trouble going back to the traumatic effects of their own birth.

In conclusion, mention must be made of certain practices which have their base in native esthetics, but which depend upon the pervasive aversion to the natural body and its function. There are ritual acts to make fat people thin and to make women's breasts larger if they are small, or smaller if they are large. General dissatisfaction with breast shape is symbolized in the fact that the ideal form is virtually outside the range of human variation. A few women afflicted with almost inhuman hypermammary development are so idolized that they make a handsome living by simply going from village to village and permitting the natives to stare at them for a fee.

Reference has already been made to the fact that excretory functions are ritualized, routinized, and relegated to secrecy. Natural reproductive functions are similarly

distorted. Intercourse is taboo as a topic and scheduled as an act. Efforts are made to avoid pregnancy by the use of magical materials or by limiting intercourse to the phases of the moon. Conception is actually very frequent. When pregnant, women dress so as to hide their condition. Parturition takes place in secret, without friends or relatives to assist, and the majority of women do not nurse their infants.

Our review of the ritual of the Nacirema has certainly shown them to be a magic-ridden people. It is hard to understand how they have managed to exist so long under the burdens which they have imposed upon themselves. But even such exotic customs as these take on real meaning when they are viewed with the insight shown by Malinowski when he wrote (1943:70) :

"Looking from far and above, from our high places of safety in the development of civilization, it is easy to see all the crudity and irrelevance of magic. But without its power and guidance, man could not have mastered his practical difficulties as he has done, nor could he have advanced to the higher stages of civilization."

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"Body Rituals Among the Nacirema:" Worksheet

1. What is the fundamental belief of the Nacirema culture?

2. What other cultures share the above belief?

3. Describe the shrine box of the Nacirema.

4. Why don't the common people know what ingredients are contained in the curative potions?

5. Why do the natives retain the old magical packets?

6. Describe the hierarchy of the magical practitioners.

7. Describe the mouth ritual.

8. Why do the Nacirema practice the mouth ritual?

9. The author suspects that a certain amount of sadism is involved when the Holy Mouth Man exorcised the people. Why do the natives allow the exorcism? Does it seem sadistic to you?

10. Scraping and lacerating the face and baking heads are part of the Nacirema ritual. What are some behaviors practiced in your culture that are similar?

11. What is needed to gain admission to a "latipsoh?"

12. What causes psychological shock for many of the supplicants who enter the "latipsoh" temple?

13. From what you have read, what do you believe the Nacirema believe or feel about excreta and the excretory process?

14. Describe the daily ceremonies that are performed at the "latipsoh."

15. What /how do the Nacirema feel about their parents, especially their mothers?

16. The Nacirema display an aversion to the natural body and its functions. Give examples of these aversions.

17. Why do you think the natives idolize women who are afflicted with hypermammary development?

18. How do the natives feel about natural reproductive functions?

19. The Nacirema are a magic-ridden people. Do you think they are a happy people? Is theirs a complex culture? Would you like to be a part of it?

Fluency Through English Fillers, Noises and Stock Phrases

By Luz Barefoot and Glenda Reece

•**Fluency:** The ability to continue in the target language without uncomfortably long pauses.

•**Problem:** Reverting to the native language between sentences by means of utterances.

•**Consequences:**

1. Interrupted process of thought.
2. Break in fluency caused by the inability to comply with the "Target Language Only" rule.
2. Native speakers perception of the student as less than fluent even though their sentences were more complete than the native speaker.

Task: How to increase other's perception of student's fluency?

1. Awareness: Point out what the student is doing.
2. Context: Ask student what their utterances mean; define it and give an equivalent when it happens.
3. Unacceptability: Realize the possibility of "bad words" here.

List of foreign "noises" and their equivalent:

Fillers:

Noises:

Exclamations:

Questions:

Negatives:

Adapted from Jessica S. Dilworth, Pinia Co, Tucson Az., 1989 TESOL, San Antonio

Some Co-occurrences in American Clichés

By Kenneth Croft

One such matter I've been occupied with recently is our habit of associating pairs and groups of words together in clichés. We usually think of the following, for example, in sets of two: Salt and pepper, cup and saucer, bread and butter, hands and feet, doors and windows, sink or swim, sooner or later, heads or tails. If we give a native speaker of American English the first member of the set, he will ordinarily respond with the second. Not long ago some of my colleagues and I made a list of over 200 of these pairs. Sets of three are fairly common, too, but not as numerous as the pairs: food, clothing and shelter; hop, skip and jump; stop, look and listen; good bad and indifferent; beg, borrow or steal. Here the first two automatically evoke the third. These pairs and triplets appear to have a fixed order, however: as a rule, left and ...will evoke right, whereas right and ... will evoke wrong.

Another pairing device is the simile, with the word *as* or *like:* light as a feather, fit as a fiddle, happy as a lark, fresh as a daisy, kicks like a mule, sleeps like a log, grows like a weed, cries like a baby. Many of these and many of the previously mentioned pairs have what we might call a "tight" association; they are universal, so to speak - used consistently throughout the entire United States. Others have a "looser" association: they vary geographically and also, perhaps, socially. Black as...., for example, may evoke *night* or *coal* or *pitch.* A situational variation also occurs in some instances: eats like ..., depending on the situation, may evoke a horse or bird or even some other heavy or light eater.

This is an exercise in word association, not idea association, on how Americans put words (and sometimes phrases) together by twos and threes without conscious thought. The term "co-occurrence" has come into fairly general use during the past decade; it applies to sentence elements that occur together. The items presented here are all co-occurrences in American clichés, the co-occurrence range in each case being extremely limited.

Pairs with *And* Example: Husband <u>and</u> wife	
01. comb and	08. heel and
02. shoes and	09. in and
03. tables and	10. thunder and
04. stop and	11. thick and
05. top and	12. chills and
06. arms and	13. needle and
07. up and	14. cops and
15. north and	28. before and
16. fact and	29. off and
17. lost and	30. various and
18. sticks and	31. brothers and
19. duke and	32. sweetness and

20. fame and	33. silver and
21. cowboys and	34. hit and
22. Greeks and	35. pure and
23. straight and	36. aches and
24. ladies and	37. forgive and
25. prose and	38. judge and
26. far and	39. supply and
27. safe and	40. do's and

Pairs with *Or* Example: same or different	
41. More or	46. better or
42. trick or	47. this or
43. win or	48. heaven or
44. rain or	49. friend or
45. double or	50. truth or

Triplets	
51. knife, fork and	58. healthy, wealthy and
52. tall, dark and	59. friends, Romans and
53. love, honor and	60. on land, on sea and
54. eat, drink and	61. ready, willing and
55. blood, sweat and	62. solid, liquid or
56. how, when and	63. lost, strayed or
57. morning, noon and	64. win, lose or

Similes with *As*	
65. busy as	75. straight as
66. cheap as	76. stiff as
67. sick as	77. sober as
68. nutty as	78. old as
69. cool as	79. scare as
70. stubborn as	80. naked as
71. flat as	81. easy as
72. slippery as	82. hard as
73. hairy as	83. sharp as
74. dry as	84. heavy as

Similes with *Like* Example: growls like a bear	
85. roars like a	93. shakes like a
86. shut up like	94. leaps like
87. drinks like a	95. cuts like
88. Cracks like	96. multiplies like
89. spins like	97. bounces like
90. climbs like	98. barks like
91. laughs like	99. sells like
92. goes out like a	100. sticks (adheres) like

For the native speaker of any language, a cliché is an expression that through repeated use and familiarity, has lost its original freshness and force. the native speaker does not need to "learn" clichés or practice using them. In fact, the careful user of the language seeking to bring more impact and originality to his speech or writing, must see new similes, new pairings or contrast in order to catch the attention of his audience. The student learning a foreign language, however, should seek to master the structural patterns and vocabulary of the language - learning the commonly used forms and everyday expressions before he attempts to go on to more exceptional usages.

Typical native-speaker responses:

1. brush 2. socks 3. chairs 4. go 5. bottom 6. legs 7. down 8. toe 9. out 10 lightning 11. thin 12. fever 13. thread 14. robbers 15. south 16. fiction 17. found 18. stones 19. duchess 20. fortune 21. Indians 22. Romans 23. narrow 24. gentlemen 25. poetry 26. wide (near) 27. sound 28. after 29. on 30. sundry 31. sisters 32. light 33. gold 34. run 35. simple 36. pains 37. forget 38. jury 39. demand 40. don't's 41. less 42. treat 43. lose 44. shine 45. nothing 46. worse 47. that 48. hell 49. foe (enemy) 50. consequences 51. spoon 52. handsome 53. obey (cherish) 54. be merry 55. tears 56. where 57. night 58. wise 59. countrymen 60. in the air 61. able 62. gas 63. stolen 64. draw 65. a bee 66. dirt 67. a dog 68. a fruitcake 69. a cumber 70. a mule 71. a pancake 72. an eel 73. an ape 74. a bone 75. a mule 76. a board 77. a judge 78. the hills (Methuselah)79. hen's teeth 80. a jaybird (a new-born babe) 81. pie 82. nails (a rock)83. a razor (a tack) 84. lead 85. a lion 86. a clam 87. a fish 88. a whip 89. a top, 90. a monkey 91. a hyena 92. a light 93. a leaf 94. a frog 95. a knife 96. rabbits 97. a ball 98. a dog 99. hotcakes 100. glue

Signs of Our Times

In a Tokyo hotel: Is forbidden to steal hotel towels please. If you are not person to do such thing is please not to read notis.

In another Japanese hotel room: Please to bathe inside the tub.

In a Japanese hotel: You are invited to take advantage of the chambermaid.

Detour sign in Kyushi, Japan: Stop: Drive Sideways.

From a Japanese information booklet about using a hotel air conditioner: Cooles and Heates: If you want just condition of warm in your room, please control yourself.

From a brochure of a car rental firm in Tokyo: When passenger of foot heave in sight, tootle the horn. Trumpet him melodiously at first, but if he still obstacles your passage then tootle him with vigor.

In a Bucharest hotel lobby: The lift is being fixed for the next day. During that time we regret that you will be unbearable.

In a Leipzig elevator: Do not enter the lift backwards, and only when lit up.

On the menu of a Polish hotel: Salad a firm's own make; limpid red beet soup with cheesy dumplings in the form of a finger; roasted duck let loose; beef rashers beaten up in the country people's fashion.

In the lobby of a Moscow hotel catering to skiers: Not to perambulate the corridors in the hours of repose in the boots of Ascension.

In a hotel in Athens: Visitors are expected to complain at the office between the hours of 9 and 11 A.M. daily.

On the menu of a Swiss restaurant: Our wines leave you nothing to hope for.

In a Yugoslavian hotel: The flattening of underwear with pleasure is the job of the chambermaid.

In a Belgrade hotel elevator: To move the cabin, push button for wishing floor. If the cabin should enter more persons, each one should press a number of wishing floor. Driving is then going alphabetically by national order.

In a Paris hotel elevator: Please leave your values at the front desk.

In the lobby of a Moscow hotel across from a Russian Orthodox monastery: You are welcome to visit the cemetery where famous Russian and Soviet composers, artists, and writers are buried daily except Thursday.

In a Rhodes tailor shop: Order your summers suit. Because is big rush we will execute customers in strict rotation.

A translated sentence from a Russian chess book: A Lot of water has been passed under the bridge since this variation has been played.

A sign posted in Germany's Black Forest: It is strictly forbidden on our black forest camping site that people of different sex, for instance, men and women, live together in one tent unless they are married with each other for that purpose.

In a Copenhagen airline ticket office: We take your bags and send them in all directions.

In a Zurich hotel: Because of the impropriety of entertaining guests of the opposite six in the bedroom, it is suggested that the lobby be used for this purpose.

From the Soviet Weekly: There will be a Moscow Exhibition of Arts by 15,000 Soviet Republic painters and sculptors. These were executed over the past two years.

Two signs from a Majorcan shop entrance:

- English well talking
- Here speeching American.

Memory Ticklers for Teachers

By Glenda Reece

1. Be positive. Expect the student to learn. It creates an atmosphere for miracles to happen.

2. Time: It means much more to Americans than to other nationalities. *Chinese* time may mean anytime after 6:00 p.m. *American* time means 6:00 p,m, sharp!

3. "Do you understand?" almost always gets a positive answer. Any other answer would hurt the teacher's feelings and no student would want to do that. After you ask if he understands, ask another question relating directly to the situation. Then you will know if he understood. Clarify and review the lesson if you need to..

4. Never let your voice (or your face!).express impatience or disapproval. Students who do not speak the target language are excellent at reading body language. They can really spot a phony.

5. REPEAT! REPEAT! REPEAT! A student can intellectually know a sound or a word and how to make it. Yet, for it to begin to form a habit, it must be drilled and spoken correctly at least 30-300 times.

6. Include only about 10 new vocabulary items for each class.

7. A mental STOP sign for your student is use of a vocabulary word he doesn't know. Limit your vocabulary so your student will learn more rapidly.

8. Never equate the inability to speak English with lack of intelligence or knowledge.

9. Teaching English as a Second Language involves the whole person- physically, mentally, socially, and spiritually.

10. Make the effort to really learn how to pronounce the name. Do not substitute an American name unless the student asks you to. A name involves a person's identity. Learn it.

11. Be interested in their culture and background. They can tell you many things about their countries. It helps them to use English to explain something they know and care about.

12. The tutor is a necessity. The one-to-one or one-to-three tutor is truly a necessity to an International who needs drill and pronunciation work. Ask friends or community groups to volunteer to help the international.

13. No book or program has yet to be devised that can meet all the needs of all the students all the time. Most materials need some adaptation.

14. If your student wants to bring a tape recorder and tape the lesson, let him. If you want to tape something before class and have the time, that's OK, too.

15. Free conversation with each lesson helps the student and the teacher. Take about ten minutes to talk before or after class.

16. Assign a "buddy" to help the foreign student get around in the gym, the cafeteria, the bathroom, and other special places. Peer help is often the best help available.

17. The most difficult classes for the foreign student involve lots of English language. Language arts, social studies, and book reports are very difficult. Have some alternate work available that the student can do. A child can memorize and learn to spell the list of words for the week, even if he doesn't understand the class explanation. Math, art, music, and science are often the first classes a foreign student will feel comfortable in.

18. Halloween is a frightening holiday for the Japanese student. For them, ghosts are real and not a joke. Carefully help them learn to enjoy the holiday.

19. Yes often means "I heard you," not "I agree with you."

20. Carefully phrase your notes home to the parent. Severe punishment can often be meted out as a result of a small problem at school.

21. Space is important to all cultures. The Japanese stand a distance from the Westerner. The Spanish stand much closer that we are comfortable with. Let the student establish the space distance. Notice and keep the distance he has chosen as comfortable.

22. Gestures differ in all societies. Do not make signs and gestures with your fingers. All languages have a "dirty digit system" to say nasty things about people.

23. Many cultures are taught to respect their teacher or another adult and look down when talking. The American is taught to "look a person in the eye." Teach the student that it is proper in America to look directly at the person you are talking to.

24. If you generally hug as a greeting, don't. Many people do not like to be touched. Often children hate being hugged by strangers.

25. Respect the religion of other people. Do not preach or argue about religion.

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Videotapes

Reece, Glenda, *Conversational English Using the Lipson Method*, 38 Minute tape on teaching with pictures. Both Bible and secular segments. $30.00 plus mailing. Order from: ESL Training Services, 212 West Brook Drive, Raleigh, NC 27615. (919) 847-3663.

Reece, Glenda. *The Oral Interview Procedure*, Tape teaching the Foreign Service Institute's Oral Proficiency Rating. Must be used with a booklet. $50.00 for tape, $5.00 for each booklet. Order from ESL Training Services.

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"NEW APPROACHES AND TECHNIQUES
FOR BEGINNING ESL"

Literature From Workshop

CATHOLIC CHARITIES

RESOURCES AND ACTIVITIES FOR ESL

Written By The Participants At The ESL Workshops

Nov. 13 - 16

Facilitated by: Linda Mrowicki

A 353 SPECIAL PROJECT

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PRE-PRODUCTION ACTIVITIES
From: Participants at the Harrisburg Workshop

Participants created a list of print materials which could be used for pre-production activities.

Elementary Level:
School Menu
School calendar
Weather reports
Toy catalogs
Map of the local town
Report cards

Secondary Level:
TV guide
Movie schedule
Sports scores
Recipes
Telephone book
Advertisements
Want ads
School menus

Adult Level:
Children's report cards
Job Applications
City maps
Food ads with pictures
Catalogs with pictures
Supermarket fliers
Time sheets
Technical charts and graphs
Soap Opera Digest
Recipes

TYPES OF SLIDES

The following types of slides were suggested for pre-production, production, and basic literacy activities.

Mildred Bohne, Nevin L. Dieffenbach, D. Claire La Burbain, Kisley Santin

Slides of local sites, such as:

1. Pennsylvania Dutch farmland which could include Amish buggies, mules and horse teams, windmills, schools, farms, fields, and children
2. Hershey Park and amusement rides, Chocolate World and factory
3. Natural sights such as Governor Nick wooded area and forest tower
4. Native Pennsylvania animals such as deer, bear, cows and other farm animals
5. Restaurants and their menus
6. Shopping malls with a variety of stores, restaurants, etc.

John Prokopchak, Ellen Steels, Pam Leahy

Slides for high school:

1. Gymnasiums and gym outfits
2. Cafeteria - tables, lines, menus, blackboards, salad bars, cashiers
3. Auditorium - stages, seating, exits/entrances
4. Office - guidance, nurse
5. Bathrooms
6. Various room numbers
7. Fire drill information
8. Library - check out, book return
9. School store
10. Teachers - their names and the subjects they teach
11. Morning exercises
12. Facial expressions
13. Non-teaching school personnel

Diona Casa, Beverly Fitzgibbons, and Jill O'Hara

Slides for adults:

1. Library
2. Historical buildings
3. Fire House and police stations
4. Different types of churches
5. Bus stops and signs
6. Signs on the front and sides of buses
7. Hospitals
8. Trains
9. Grocery stores, supermarkets, drugstores, department stores, malls, shopping centers, cleaners, bakeries, shoe repair, drive-in banks, markets (flea, farmer, yard sale, etc.), state stores, schools/universities, theaters
10. Common chain store names - REVCO, JC Penny, Woolworth, Giant, Acme, etc.

John Prokopchak

Primary Grades K - 2:

1. Community helpers - construct projects on the wall or boards which children can talk to, shake hands with, such as life size figures.

2. Rooms, family groups, rural/city areas. Project the slides onto magnetic boards where labels can be taped. These can be very good for practicing prepositions of location such as "over, under, next to, behind" and for establishing the background for a role-play.

For intermediate and upper grades:

3. Use close-up lenses to take slides of forms, passes, etc.

4. I also use slides of children and super-impose pictures from magazines onto them.

Activity: Pre-production For The Supermarket
Pat Brandl, Teresa Carbonell

Student Level: 1st grade/beginning
Language Focus: Vocabulary development - supermarket

1. Display a poster size picture of the interior of a supermarket.

2. Describe the picture.
   "This is a supermarket. We go to a supermarket to buy food. We can buy fresh foods here. We buy fresh fruits and vegetables. We can buy milk and cheese. We can buy meat and fish. We can buy food in cans or boxes. We can buy cereal and bread in the supermarket."

3. Ask pre-production questions:
   "Is this a supermarket?"
   "Is this a school?"
   "Can we buy food here?"
   "Can we buy milk here?" etc.

4. Give instructions to the students:
   "Point to the fresh fruit."
   "Point to the cereal". etc.

Activity: Grid on Immediate family Members

Barbara Edwards, Barbara Murphy, Margarita Elorriaga, Louise Heckert

Student Level: Secondary/Beginning

Language Focus: Present tense; verbs - have, be; "How many"; information question

1. Begin with a photo of the teacher's family. Prepare a grid on the blackboard.

Name	Mother	Father	Sisters	Brothers	Other

2. Describe your family,: "My name is _____." and enter the name on the grid. "I have a mother (tick the grid), father (tick the grid), brothers (write the number), and sisters (write the number).

3. Elicit information from the students by asking the questions:
   "Do you have a mother?"
   "Do you have a father?" grandfather, etc.
   "How many sisters do you have?" Brothers?

4. When the grid is complete, ask both literal and interpretive questions which require the students to use information from the grid.

Activity: Slides and Grids

Ann Hurlburt, Connie Rockwell, Jan Gadsley

Student Level: Beginning, Intermediate
Language Focus: Vocabulary - Clothing, Money; Reading sight words

1. Show a slide of K Mart. Ask background questions:
   "Do you shop at K Mart?
   "What do you buy?"

2. Ask descriptive questions:
   " What is the price of ____?"
   " What is in the picture?"

3. Ask predicting questions:
   "What do you think they will buy?"
   " What will they use it for?"

4. Make a grid of students and clothing articles on the blackboard.
   Have students ask each other "Do you buy _____" and fill out the grid.

5. Role-play buying goods at a store.

Activity: Basic Food Group Grids

Kathy Stephenson, Carmen Borilla, Barb Kreyl, Cornelia Saltzman, Dorrit Carroll

Student Level: Adults/Intermediate
Langauge Focus: Vocabulary - shopping; categorizing

1. Divide students into groups.

2. Each group works with one of the basic food groups (include ethnic foods).

3. List the foods in a grid according to the basic food groups.

4. As a complete unit, have students combine foods into multi-cultural meals.

Expansion activities could be: having a covered dish dinner, role-play shopping, focus on verbs for food preparation - cut, mix, cook, etc.

Activity: Grid For Holidays
Kathy Paul, Marcia Kile

Student Level: Multi-level/secondary (6-12)
Language Focus: Vocabulary - holidays

This is an introductory activity for American holidays.

1. Students complete a grid orally as a group. This is the grid:

Students' Names Nationality Halloween Thanksgiving Christmas New Year's Other

2. A student tells his name and nationality and answers Yes or No to whether this holiday is celebrated by his family.

Activity: Life Skill Reading Using Slides or Visuals
Anne Barton, Lois Smith, Dee Brennan

Student Level: Intermediate
Language Focus: Reading

These are a variety of sources and activities for life skill reading:

1. Collect coupons. Students categorize the coupons.

2. Bring to class employment ads and slides/pictures of jobs which the students might be interested in. Students match the ads with the pictures. Pictures of skills for each job can also be used.

3. Other materials - grocery ads, photos in Donnelly directory, maps of the local area and Pennsylvania

Activity: Slides of the Zoo.
Mary Ann Redenhour, Judy Leslie, Shirley Russell

Student Level: Elementary
Language Focus: Vocabulary development, sight word recognition

1. Show slides of a zoo trip including pictures of the animals, children signs, cages, buildings, etc.

2. Ask questions about each slide - for example, "What is the name of the animal? Would you pet it?", etc.

3. Pick out words, symbols, and letters from the slides.

4. Develop a vocabulary list.

5. Draw a zoo picture and tell about it. Give it a title. Write a story about the picture.

Activity: Idiom Role-Play
Nixza Myers, Lynn Klinger

Student Level: Secondary/Intermediate, Advanced
Language Focus: Idioms

1. On 5" by 8" cards, write idioms and a short explanation of the meanings.

2. Divide the class into groups of three.

3. Write all the idioms on the chalkboard.

4. Have the children role-play a given idiom.

5. The rest of the class guesses the meaning from the content of the role-play.

A MENU OF IDEAS FOR ACTIVITIES
From participants in New Oxford

1. Take slides of students which emphasize prepositions of location.

2. Use USA TODAY for charts and weather maps

3. Use a chart/grid with fruits and vegetables with the focus on "I like..." and "I don't like...".

4. Use a grid for sorting and counting cans (Pepsi, Coke, beer, etc.) which students bring to class.

5. Develop a chart/grid listing food groups with vitamins and minerals in these foods.

6. Develop a growth chart. Measure each student and list his or her height. (This is good for practicing comparative adjectives!)

7. Develop a taste-testing grid activity, such as with Coke and Pepsi. First, make predictions about the taste-testing - "Which is better? How many students will prefer Coke?" etc. Conduct the taste-testing and make a grid of the taste opinions.

8. Use National Geographic as a source for pictures for preproduction activities.

9. Have one group list 10 vocabulary words. Then have another group write a paragraph using these words.

ATTACHMENT II

Blank Participant Evaluation Form

PARTICIPANT EVALUATION FORM

WORKSHOP TITLE: _____

WORKSHOP PRESENTER: _____

WORKSHOP DATE: _____

1. The organization of the workshop was:

excellent 5 4 3 2 1 poor

2. The objectives of the workshop were:

clearly defined 5 4 3 2 1 vague

3. The ideas and activities presented were:

informative 5 4 3 2 1 non-beneficial

4. My participation at this workshop was:

productive and beneficial 5 4 3 2 1 uninformative

5. Overall, I consider this workshop:

excellent 5 4 3 2 1 poor

COMMENTS:

_____

_____

_____

_____

_____

ATTACHMENT III

Evaluation Summaries
by Trainer/Topic

Attendees: 98
Responses: 80

PARTICIPANT EVALUATION FORM

WORKSHOP TITLE: Cross-Cultural Differences

WORKSHOP PRESENTER: Glenda Reece

WORKSHOP DATE: March 26, 27, 28, 29, 1990: Harrisburg, New Oxford, Lebanon and Lancaster

1. The organization of the workshop was:

	5	4	3	2	1	
excellent	72	8				poor

2. The objectives of the workshop were:

	5	4	3	2	1	
clearly defined	60	19	1			vague

3. The ideas and activities presented were:

	5	4	3	2	1	
informative	63	12	5			non-beneficial

4. My participation at this workshop was:

	5	4	3	2	1	
productive and beneficial	50	21	8		1	uninformative

5. Overall, I consider this workshop:

	5	4	3	2	1	
excellent	63	16	1			poor

COMMENTS:

Lebanon

1. "Glenda Reece is very enthusiastic and dynamic. It inspires you to try new ideas and to be open to other cultures."
2. "Glenda was a knowledgeable and skilled teacher."
3. "The discussion of cultural difference was interesting and informative."
4. "Glenda Reece did a very good job in explaining to us what things are important and necessary to be a competent ESL tutor ... She is a good teacher."
5. "Wonderful and very practical. I loved it!"

Harrisburg

1. "The workshop should be a must for people working with people from another culture. It produces sensitivity and open-mindedness toward other cultures. I really enjoyed it."
2. "Would like a general ESL workshop by Glenda."
3. "I have a lot to think about now as I work with my students from other countries. Will I ever really understand them or they me?"
4. "Very well done. The time passed quickly and I have a lot to think about."
5. "Particularly helpful in ESL communication with Asians."
6. "Very informative and worthwhile workshop."
7. "I'm very impressed by Mrs. Reece's instruction and information. I learned a lot ... "
8. "Thank you. It was great! All ESL teachers should have the opportunity to attend such a workshop."
9. "The presenter really stayed on the point without being side-tracked. Very knowledgeable and knew how to present her knowledge."
10. "This was very informative and will certainly help in working with and meeting people of other cultures."
11. "Glenda is one of the best workshop leaders I have seen - she is extremely articulate and organized as well as interesting."
12. "My appreciation for your ability to communicate so clearly in such an interesting way what is so very important in these United States."

New Oxford

1. "It was fun - extremely worthwhile! ..."
2. "Should be a requirement for all faculties (elementary, secondary, college) and for all students."
3. "I have been to several cross-cultural workshops. This one was extremely positive and upbeat. Thanks!"
4. "Very good -- I enjoyed it very much."
5. "Thank you - very good, very well organized and eye-opening."
6. "Very interesting."
7. "Very interesting and informative, I enjoyed this very much! It would be good for all teachers who have ESL students in their classes to be sensitized with a workshop like this!"
8. "I found the experience very rewarding and informative."
9. "I enjoyed the experience and would like to participate in workshops in the future."
10. "Enjoyed presentation. Recommend it to every educator or anyone who has to deal with culturally different students or everyday meetings."
11. "Thank you!"
12. "Wonderful! Very informative!"
13. "I enjoyed the presenter ..."

Lancaster

1. "I mean, come on now ... How can you top a Glenda Reece! Thank you - Catholic Charities!"
2. "Keep up the great work with these workshops."
3. "As a Latvian-American, the workshop was very enlightening about my own immigrant experience and why my family has reacted the way they did to my behavior. Thank you. It's encouraged me to inquire further."
4. "I really enjoyed the presentation. Perhaps having some of the information on the overhead on worksheets would be helpful."
5. "Basic background for every ESL teacher. Good for thought to last a long time."
6. "Very active and informative."
7. "Very dynamic presenter. Information presented in interesting manner. Information is relevant to everyday situations. Interesting day - fun and informative.
8. "I didn't look at my watch once!"
9. "Excellent - the presenter was enthusiastic and obviously enjoys her work."
10. "Thanks for such an informative, fun day. So much food for thought."
11. "I learned very much and had fun doing it. Thank you!"
12. "Very, very good!"
13. "Excellent - the best so far!"
14. "Excellent workshop!"
15. "Great! Let's have more. (Invite Glenda back!)"
16. "Great!"
17. "The most valuable part of this workshop was the WEALTH of information that I will be able to share when I make an upcoming presentation to the S.H. School Board who will be making a decision on the district's ESL program."

Attendees 138

Responses 115

PARTICIPANT EVALUATION FORM

WORKSHOP TITLE: New Approaches & Techniques for Beginning ESL Students

WORKSHOP PRESENTER: Linda Mrowicki

WORKSHOP DATE: 11/13 - 11/16/1990 New Oxford, Harrisburg, Lebanon and Lancaster

1. The organization of the workshop was:

	5	4	3	2	1	
excellent	94	19	2			poor

2. The objectives of the workshop were:

	5	4	3	2	1	
clearly defined	87	24	4			vague

3. The ideas and activities presented were:

	5	4	3	2	1	
informative	86	25	4			non-beneficial

4. My participation at this workshop was:

	5	4	3	2	1	
productive and beneficial	61	37	17			uninformative

5. Overall, I consider this workshop:

	5	4	3	2	1	
excellent	86	26	3			poor

COMMENTS:

New Oxford Responses 11/13/89

1. "Linda is a 'super' skilled presenter. Thank you for arranging for this activity."
2. "I enjoyed the workshop."
3. "Thank you for excellence and caring."
4. "I am happy I attended this workshop. These workshops are really needed in this area."
5. "This workshop was very informative and well presented."
6. "Have had TPR and natural approach, but welcomed review of implementation ideas."
7. "Much more meaningful than in-service programs provided by the school district which seldom apply to ESL. I'd like to be invited again."
8. "I enjoyed the workshop and thought it was very well planned and very informative and useful."
9. "Very informative and enjoyable; Ms. Mrowicki is an able, enthusiastic, and knowledgeable instructor. The presentation was excellent."
10. "Lots of good ideas."
11. "Excellent! Most resourceful! I would give it a 2-thumbs up!"
12. "A truly excellent presentation! Thank you. I also appreciated the materials display."
13. "I learned and I enjoyed it. Go Linda!"
14. "I think I have got 2 days' worth of value from 1 day of workshop. What a bargain!"
15. "Wonderful workshop; very informative and beneficial."
16. "Thanks! Wonderful as always."
17. "Wonderful! Helpful!"
18. "Very clear; good sense of humor."

Harrisburg Responses 11/14/89

1. "Well-organized presentation; pace was just right ... gained much insight and benefit from program."
2. "Fantastic workshop. I took away so many practical ideas ... Very exciting."
3. " ... I feel that I will be taking back some useful information that was very well presented."
4. "Linda did a superb job."
5. "The speaker was very knowledgeable and obviously experienced ... Also, thanks for the books/materials displays!"
6. "Was very impressed with this workshop. I learned many things I didn't know about learning languages and about reading."
7. "Finally, I have had the opportunity to attend a workshop presentation that was meaningful and helpful. I left with a great deal of workable ideas! Thanks! This was of tremendous value."
8. "The strategies presented confirmed the ways I would teach ESL pupils. Most of the approaches and techniques are being used in my school district."
9. "Very good workshop with great ideas."
10. "The ideas presented will be very useful in my classes."
11. "I particularly enjoyed the class participation."
12. "Excellent and interesting examples from her own experience."
13. "I was extremely impressed by all of the activities presented."
14. "I like that she tried to personalize the workshop. She made it applicable to me; this is what a workshop is all about - application!"
15. "Very well organized - fine workshop ... "
16. "Linda was very articulate, used excellent visual materials, elicited participation from the group. This has been a very informative seminar."
17. "Many important activities for students - very important for use with our students - were presented."
18. "I thoroughly enjoyed the workshop. The visuals were particularly good."
19. "I appreciate the obvious experience of the presenter. Many things she demonstrated I do naturally; it's good to hear the reasons, the rationale for them."
20. "The overheads were very helpful. Appreciated the presenter's experience."
21. "Good ideas - the Harrisburg area has such a great need for ESL programs and informed personnel. This was a refreshing project. Hope to see more come to our area."
22. "The practical ideas presented were relevant for all levels of ESL. She is an outstanding, tireless presenter and adept at creating a productive, cooperative spirit in her audience."

23. " ... more sharing time."
24. "Very excellent practical approach to those in the teaching of ESL."
25. "Excellent for informing teachers as to why they should use the natural approach. Many usable activities were presented."

Lebanon Responses 11/15/89

1. "Linda's great."
2. "Dynamic - well paced - enjoyable."
3. "I especially appreciated the concrete examples of the various techniques presented."
4. "Excellent presentation!! There was a lot of variety in the techniques presented. Very worthwhile."
5. "I truly enjoyed the workshop. . . "
6. "Rewarding to have further knowledge for Basic ABE/ESL Middle Aged Adults to bridge first letter formation."
7. "The presenter was excellent. The time passed quickly and many concrete examples were presented."
8. "Good interaction. Well done."
9. "Workshop presenter was knowledgeable and clearly understandable."

Lancaster Responses 11/16/89

1. "Practical!"
2. "Linda is dynamic!"
3. "A big thank you to Catholic Charities for this seminar plus all the other excellent seminars in the past! Keep up the good work . . . "
4. "Very informative."
5. "An enthusiastic and interesting workshop. Excellent speaker. Free parking should be available at the workshop site."
6. "It was varied and interesting."
7. "Came looking for ideas and activities for use with multi-level classes. Much info was received; much will be of practical value. Many cheers!"
8. "It was very informative."
9. "She is a very good presenter."
10. "Excellent workshop."
11. "Linda is an excellent presenter - she made the info very relevant - really helped us see it from the student's point of view."
12. "Very informative - Thoroughly enjoyed it!"
13. "I didn't have background to benefit at this level."
14. "The speaker was very good . . . "
15. "The workshop was beneficial to me as a beginning ESL teacher. I would like to attend a workshop for more advanced ESL students."
16. "Would like to have credit for workshops - Very helpful. Our program is leaning toward whole language. Need whole language for ESL students."
17. "Easy to follow and interesting. Group participation was great! Thank you."
18. "This was an excellent workshop. The presenter was interesting and enthusiastic. We need more workshops in this area."
19. "I enjoyed the practical suggestions given by others and the instructor - I hope we can continue to have workshops in this area."
20. "Got some good ideas to use in my classroom."
21. "It was quite obvious that Linda is very knowledgeable in her field. Linda's slide presentation is a great idea which I plan to use."
22. "There was so much information . . . "
23. "I've been looking for materials to enrich my lessons. Thanks very much."
24. "I enjoyed Ms. Mrowicki and felt the workshop was worthwhile; however, the concepts were not new to me. Thanks so much."
25. "Informative, useful presentation in a friendly, enjoyable manner."
26. "Speaker appeared informed, helpful and well prepared."

Attendees: 57

PARTICIPANT EVALUATION FORM

WORKSHOP TITLE: Content-Based ESL: Starting at the End

WORKSHOP PRESENTER: Mr. Dennis Terdy

WORKSHOP DATE: 9/25 /89 - 9/27/89; New Oxford, Reading, & Harrisburg

1. The organization of the workshop was:

excellent	5	4	3	2	1	poor
	35	13	1			

2. The objectives of the workshop were:

clearly defined	5	4	3	2	1	vague
	38	9	2			

3. The ideas and activities presented were:

informative	5	4	3	2	1	non-beneficial
	41	7	1			

4. My participation at this workshop was:

productive and beneficial	5	4	3	2	1	uninformative
	30	15	4			

5. Overall, I consider this workshop:

excellent	5	4	3	2	1	poor
	38	10	1			

COMMENTS:

CONTENT-BASED ESL:STARTING AT THE END

Comments

New Oxford Workshop

09-25-89

"Wonderful! Great info-great presentation! Thanks, Faye!"

"He's wonderful!"

"The best workshop I've been to. Thanks!"

"...Mr. Terdy didn't exactly tell me anything NEW, but his organization and presentation were very clear, very enthusiastic and the specific tasks to carry the teaching/learning were most helpful."

"I appreciated the enthusiasm, caring, expertise. Thank you!"

"Oral communication information made me aware of the processes of conversation."

"Very informative for any teacher teaching any language."

"Good activities; interesting approaches."

"Good--but too much to cover in just one day."

CONTENT-BASED ESL:STARTING AT THE END

Comments

Reading Workshop

09-26-89

"I leave enthused and anxious to see my students and work with them."

"Mr. Terdy was very dynamic which really kept the workshop moving."

"As an experienced teacher, new to ESL, today's workshop was very helpful. I have some new stategies to use in my ESL classes as well as my 'regular' classes."

"Dennis was very energetic throughout the workshop. He made it very informative and interesting. I thoroughly enjoyed the workshop today."

"Excellent speaker--very informative."

"New ideas were really refreshing!! Excellent materials. Thanks a million."

"Very productive and informative. Let's see more of the same."

"Dennis is a fabulous teacher. Thanks for having him come to our area."

"Very good presenter. Covered many ideas. Good organization."

"Our presenter was very knowledgeable about his subject material and presented an excellent workshop tailored to the needs of the participants. This workshop was very useful and informative to me and I highly recommend it to others."

CONTENT-BASED ESL:STARTING AT THE END

Comments

Harrisburg Workshop

09-27-89

"Appreciated the affirmation of presenter. Well paced. Good new perspective."

"Enjoyable and informative."

"High enthusiasm and interest level. I was not bored at any time. Well organized pragmatic material."

"Exciting. Moving--evolving too fast for my non-teaching background."

"Both informative and enjoyable."

"Dennis was one of the best presenters I've ever had--excellent!!"

"Excellent presenter. Had a good sense of humor to add to his years of experience."

"I appreciated Dennis' enthusiasm and energy. He gave us some good ideas which can be applied to many situations. 'Starting at the end' is very good for our open-entry, open-exit classes.

ATTACHMENT IV

Outreach Materials
Used to Advertise
Workshops

Free Inservice Training
for
English as a Second Language Personnel
in
Adult Education

Theme: "Hands Across the Continents: A Cross Cultural Workshop"

Presenter: Glenda Reece
Director, ESL Training Services
Raleigh, NC

Time: 9 a.m. - 4 p.m. (Lunch break on your own)

Sites and Dates: (Please select the site and/or date best for you)

1.) Monday, March 26, 1990
DIOCESAN CENTER
Bishop Daley Hall
4800 Union Deposit Road
Harrisburg, PA

2.) Tuesday, March 27, 1990
LINCOLN INTERMEDIATE UNIT
65 Billerbeck Street
New Oxford, PA

3.) Wednesday, March 28, 1990
LEBANON ADULT EDUCATION CENTER
One Cumberland Street
Lebanon, PA

4.) Thursday, March 29, 1990
ADULT ENRICHMENT CENTER
Trinity Lutheran Parish House (Second Floor)
31 S. Duke Street
Lancaster, PA

Sponsored By: Immigration and Refugee Services of Catholic Charities

To gister: Call Faye Schirato (717) 232-0568 or send registration form.
Deadline: March 20, 1990

Registration

Enter Number Planning to Attend _____

Check To Receive A Map ____

_____ 1. March 26, 1990 _____
DIOCESAN CENTER
Bishop Daley Hall
4800 Union Deposit Road
Harrisburg, PA

_____ 2. March 27, 1990 _____
LINCOLN INTERMEDIATE UNIT
65 Billerbeck Street
New Oxford, PA

_____ 3. March 28, 1990 _____
LEBANON ADULT EDUCATION CENTER
One Cumberland Street
Lebanon, PA

_____ 4. Thursday, March 29, 1990 _____
ADULT ENRICHMENT CENTER
Trinity Lutheran Parish House (Second Floor)
31 S. Duke Street
Lancaster, PA

Name _____
(Organization or Individual)

Address _____

Phone Number ( ) _____

To register, please return this form by Tuesday, March 20, 1990 to the following address:

Faye E. Schirato
Immigration and Refugee Services
1500 Herr Street
Harrisburg, PA 17103

* Limit of 30 participants per site

FREE INSERVICE TRAINING
for
ENGLISH AS A SECOND LANGUAGE PERSONNEL

Theme: New Approaches and Techniques for Beginning ESL

Presenter: Linda Mrowicki
Director of Workplace Literacy Partners in
Chicago, Illinois

Time: 9 a.m. - 4 p.m. (Lunch break on your own)

Locations and Dates: (Pick the site and date most convenient for you!)

1) November 13, 1989
LINCOLN INTERMEDIATE UNIT
65 Billerbeck Street
New Oxford, PA

2) November 14, 1989
Bishop Daley Hall
DIOCESAN CENTER
4800 Union Deposit Road
Harrisburg, PA

3) November 15, 1989
Meeting Room
LEBANON COMMUNITY LIBRARY
Seventh & Willow Streets
Lebanon, PA

4) November 16, 1989
Second Floor
(TRINITY LUTHERAN PARISH HOUSE)
31 S. Duke Street
Lancaster, PA

Sponsored By: Immigration & Refugee Services of Catholic Charities
Harrisburg, PA

To Register: Call Faye Schirato (717) 232-0568 or use the registration form (Due November 9, 1989)

A 353 Special Project

R E G I S T R A T I O N

Workshop Sites and Dates			Check if you desire a map
_____	1.	November 13, 1989 LINCOLN INTERMEDIATE UNIT 65 Billerbeck Street New Oxford, PA	_____
_____	2.	November 14, 1989 Bishop Daley Hall DIOCESAN CENTER 4800 Union Deposit Road Harrisburg, PA	_____
_____	3.	November 15, 1989 Meeting Room LEBANON COMMUNITY LIBRARY Seventh & Willow Streets Lebanon, PA	_____
_____	4.	November 16, 1989 Second Floor (TRINITY LUTHERAN PARISH HOUSE) 31 S. Duke Street Lancaster, PA	_____

Name (Organization or Individual)_____

Address _____

Phone Number (___)_____

To register, please return this form by Thursday, November 9, 1989 to the following address:

Faye E. Schirato
Immigration & Refugee Services
1500 Herr Street
Harrisburg, PA 17103

CATHOLIC CHARITIES
DIOCESE OF HARRISBURG, PA, INC.
EXECUTIVE DIRECTOR
REV. MSGR. FRANCIS M. KUMONTIS MSW, MBA
IMMIGRATION AND REFUGEE SERVICES: 1500 HERR ST. / HARRISBURG, PA 17103 / TELEPHONE (717) 232-0568

WORKSHOP
"Content-Based ESL: Starting at the End"

English as a Second Language (ESL) is an important adult education program which helps internationals learn the English language. With the added need for training in American history and government as required under the Immigration Reform and Control Act (IRCA) many programs working with ESL have expanded to meet these needs.

This fall Immigration and Refugee Services of Catholic Charities in Harrisburg, PA will be conducting a series of three workshops dealing with the integration of content-based material into the ESL classroom. These workshops are free to participants as provided by a 353 Special Project grant from the Division of Adult Basic and Literacy Education Programs in the Pennsylvania Department of Education.

Mr. Dennis Terdy, Director of the Illinois ESL Adult Education Service Center, will be the presenter for these workshops. Mr. Terdy holds a Bachelor of Arts degree from Northwestern University in Evanston, Illinois and a Master of Education degree from Loyola University in Chicago, Illinois with a specialization in Bilingual Education and Second Language Instruction. Mr. Terdy has had experience in the classroom as well and has served as a consultant in this area. He is author of the textbook, "Content Area ESL: Social Studies."

Please indicate on the registration form which site you plan to attend and tell how many people will be attending. To register, return the registration form to the address indicated by Monday, September 18, 1989. Share this information with others who may benefit from this training.

If you have further questions, please call me at (717) 232-0568.

Sincerely,

Faye E. Schirato

Faye E. Schirato
ESL Program Manager
Immigration & Refugee Services
Catholic Charities

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ACCREDITED
ACCREDITED BY COUNCIL ON ACCREDITATION OF SERVICES FOR FAMILIES AND CHILDREN, INC.
520 EIGHTH AVENUE / SUITE 22020 / NEW YORK, NY 10018
DIOCESAN CENTER APPEAL

REGISTRATION

Workshop Sites and Dates (Please indicate number attending)	Check if you desire a map to locate this site
_____1. **September 25, 1989** Location: LINCOLN INTERMEDIATE UNIT 65 Billerbeck Street New Oxford, PA Time: 8:45 a.m. - 4 p.m.	_____
_____2. **September 26, 1989** Location: HOLY GUARDIAN ANGEL CHURCH 3121 Kutztown Road Reading, PA Time: 8:45 a.m. - 4 p.m.	_____
_____3. **September 27, 1989** Location: Bishop Daley Hall DIOCESAN CENTER 4800 Union Deposit Rd. Harrisburg, PA Time: 8:45 a.m. - 4 p.m.	_____

Name (Organization or Individual)_____

Address_____

Phone number (____)_____

To register please return this registration form by Monday, September 18, 1989 to the following address:

Faye E. Schirato
Immigration & Refugee Services
Catholic Charities
1500 Herr Street
Harrisburg, PA 17103